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ROLE DELINEATION IN CURRICULUM IMPLEMENTATION

Health Education Teacher

Under the supervision of the school principal, the assigned teacher shall assist students to achieve optimum development of health education skills and mastery of health education knowledge by conducting health education instruction in the assigned grade level(s). As part of supervisory controls, the assigned health education teacher:

- develops lesson plans within the framework of the DoDEA Health Education Performance Standards manual, utilizing the adopted text materials;
- develops long-range lesson plans to implement course outlines (subject to review by the supervisor);
- develops daily lesson plans and test materials that are occasionally reviewed to evaluate adequacy of coverage and treatment;
- expects that health education classroom sessions will be subject to periodic audit by the supervisor.

In the fulfillment of duties and responsibilities, the assigned health education teacher:

- plans, develops, and organizes long-range lesson plans and daily class work in a manner that will ensure adequate coverage within the time frame allotted for health education content and skills required to meet approved course outlines and performance standards;
- conducts health education instruction using modern professional teaching principles, practices, and techniques appropriate to the grade level(s);
- uses imagination in selecting, adapting, or modifying health education teaching methods or materials that experience indicates will be the most effective in teaching the grade level(s);
- facilitates variations to accommodate individual differences, interests, and abilities;
- stimulates interest and motivation;
- improves the quality of instruction;
- trains and encourages students to develop skills in research, making maximum use of information centers;
- maintains a keen awareness of student progress;
- determines the need for, develops, and follows through on individual learning programs for students who are having learning difficulties.

The Principal

The principal will monitor the effective implementation of the DoDEA Health Education Performance Standards. The principal:

- designs and implements an effective schedule of classes which supports the approved time allotment for health education;
- monitors the effective implementation of the approved health education curriculum;
- supports teachers in planning for effective instruction through sound lesson planning which implements the DoDEA Health Education Performance Standards;
- provides professional guidance to the teaching staff utilizing higher echelon health education educational experts as needed;
- keeps the community aware of school programs, including health education;
- advises teachers of computer hardware, software, and related supply availability to support health education classroom needs;
- keeps their supervisor informed of any health education related deficiencies, critical issues, and emergencies.

A principal plays a very active part in support of the implementation of curriculum for the school. As an instructional leader, the principal should develop a school culture that supports the DoDEA Health Education Performance Standards. The principal:

- demonstrates concern about the health education curriculum by speaking about it knowledgeably;
- stresses the importance of teachers' health education curriculum work;
- establishes high expectations for sound lesson planning which translates written system-wide health education curricular performance standards into teacher designed learner objectives;
- nurtures the values and norms of collegiality, teamwork, and continuous improvement with respect to the health education curriculum;
- creates a supportive climate during the initial implementation of this health education curriculum, particularly during the shift to the New Standards approach;
- encourages risk-taking;
- encourages teachers to identify problems with the new DoDEA Health Education Curriculum Performance Standards;
- provides quality time to enable teachers to develop the materials they will need to design lesson plans and prepare to effectively implement the DoDEA Health Education Performance Standards.

District Health Education Liaison

Located in a District Superintendent's office, the District Health Education Liaison serves as the primary implementing official for policies and practices among the Area Deputy Director's Office, DoDEA, and schools. The District Health Education Liaison:

- performs health education curriculum and program functions determined by the education system to be appropriate to the district.
 - ◊ conducting health education related on-site, e-mail, and telephonic consultation;
 - ◊ convening, organizing, and consulting with health education related district-level task forces and/or participating in area and DoDEA task force(s);
 - ◊ representing and/or coordinating district participation in health education curriculum development tasks manuals and coordinating results of evaluation of instructional materials and development of professional training plans;
 - ◊ developing or participating in the development of system-wide health education program evaluation;
 - ◊ implementing, interpreting, and reporting the results of health education related program evaluation activities to include making suggested improvements and coordinating with curriculum developers in other disciplines.
- provides district-wide staff development to assist educational staff of the schools to acquire or maintain familiarity with new or revised health education policies, programs, materials, methods, or techniques.
 - ◊ identifying the need for staff development services in health education through a variety of information sources, including informal contacts with constituents, independently-recognized needs, and formal needs-assessment surveys;
 - ◊ researching, planning, developing, coordinating, and scheduling staff development services; e.g., workshops, courses, conferences, and seminars;
 - ◊ performing all functions necessary to ensure success of health education related staff development services;
 - ◊ budgeting, including planning, justifying, defending, monitoring, approving the expenditure of, and reporting the status of health education related funds;
 - ◊ developing instruments for, conducting, interpreting, and incorporating the results of formal evaluation(s) of each health education related staff development episodes, ensuring relevance, efficacy, and conformance with educational mission objectives.
- provides staff assistance with health education related activities to school level educators and the communities with whom they interface.

- ◇ planning, developing, and implementing a monitoring/evaluation plan, consisting of both formal and informal information collection methodologies sufficient to ensure knowledge of school level activities, problems, and concerns related to health education;
- ◇ as needed, providing an extremely wide range of health education related information and assistance, on-site, via e-mail, or telephonically;
- ◇ advising on the availability and location of health education related educational equipment and materials, and in coordination with the Logistics Division, assists with the distribution to assure a fair, equitable, and efficient balance;
- ◇ developing and providing feedback to superiors and other interested parties concerning health education related problems, issues, and concerns relevant to staff assistance visits and activities.
- performs all administrative and logistical functions inherent in or associated with these major health education related duties.
 - ◇ performing other duties as assigned.

DoDEA Instructional Systems Specialist

The assigned DoDEA Instructional Systems Specialist for Health and Physical Education will plan for an orientation to the purpose, contents, and use of the DoDEA Health Education Performance Standards manual for designated principals and, if possible, assistant principals. This curriculum orientation will focus on developing an understanding of and an appreciation for curricular management as a vital component of instructional leadership as well as an orientation to the DoDEA Health Education Performance Standards manual. Issues arising while undergoing program supervision will also be addressed to ensure that the outcomes of the health education related training needs are being achieved. Subsequent to the initial teacher orientation to the DoDEA Health Education Performance Standards manual, the DoDEA Instructional Systems Specialist for Health and Physical Education will encourage principals to follow established procedures and maintain communication regarding following-up training needs.

The DoDEA Instructional Systems Specialist for Health and Physical Education will undertake long-range planning for system-wide preschool, primary, upper elementary, middle school, and high school level teacher training for those teachers assigned to instruct in the health education program. Selected elementary classroom teachers representing each district will be provided lead teacher training in the use of the DoDEA Health Education Performance Standards manual and adopted instructional materials. Secondary health education teachers will receive pre-implementation training in the use of the DoDEA Health Education Performance Standards manual and adopted instructional materials prior to the full implementation year.

The orientation to the DoDEA Health Education Performance Standards manual:

- describes the health education vision and philosophy;
- describes the nature and scope of the entire DoDEA Health Education Performance Standards manual;
- reviews expectations for accountability in implementing the DoDEA Health Education Performance Standards;
- cultivates an appreciation for the importance of adhering to high standards of excellence for teacher behaviors and student outcomes in implementing the DoDEA Health Education Performance Standards;
- communicates how English language arts, home economics, mathematics, physical education, science, and social studies can be integrated with health education and how health services, career education, service learning, library information, and technology can be infused throughout health education;
- analyzes the process of designing integrated curriculum;
- provides recommendations for planning for implementation of integrated curriculum;
- describes approaches to teach special education and enrichment/gifted education as well as providing other learning support in health education;
- includes an evaluation of the teacher orientation to include a focus on identifying additional content or methods-training needs.

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EFFECTIVE HEALTH EDUCATION CURRICULUM IMPLEMENTATION GUIDELINES

Health Education Performance Standards

Health education is a distinct academic discipline with a broad scope of content areas and skills for students to learn. Appropriate health education performance standards that DoDEA deems essential to the developmental needs and capabilities of students are described in each grade level section. This enables teachers to focus health instruction on essential needs where time may be a factor, but is not intended to limit the teaching of health education where additional needs are identified. It is strongly recommended that teachers plan collaboratively within and across grade levels to ensure that the performance standards are achieved. Decisions to extend the health education content beyond the scope of the grade level performance descriptions should be coordinated and approved by the school principal. Appendix D provides an overview of all health education performance descriptions.

Assessment

From a broad perspective, health education assessment focuses on assessment of the program, teaching, and student learning. Policies and procedures for assessing programs and teaching are located in other DoDEA issuances. The DoDEA Health Education Performance Standards manual focuses on the assessment of student learning. We teach, but how do we know students learn? Assessment is an integral part of instruction. In this manual, assessment items are provided for each grade level, except for preschool. As teachers design additional performance tasks or improve on the design of the ones enclosed, they are encouraged to forward their work via email to the DoDEA Health and Physical Education Instructional Systems Specialist for consideration of future dissemination to the field.

Professional Expectations

It is professionally recognized that a student's health education experience is optimized when health education:

- is taught as a separate subject;
- is integrated with other subjects and programs, as appropriate;
- is taught by a qualified teacher (generally well trained at the elementary level and certified in health education at the middle and high school levels) who participates in ongoing professional development in health education;

- receives an assigned time allotment and grade report, as established in policy;
- has instructional provisions made for special needs students.

Long-Range Planning for Health Education

At the building level, teachers need to translate information in the DoDEA Health Education Performance Standards manual into yearly, unit, and lesson plans. In education, experience in developing and scheduling units teaches us that flexibility in planning for the number of days in each unit should be considered. We should expect interruptions caused by approved school-based initiatives; e.g., field trips, assemblies, special events, and cancellations due to inclement weather. Additionally, student interest in a particular concept area could be extended if the schedule is not overcrowded.

Curriculum Integration

Much of the information and literacy skills taught in other curricular areas are utilized and extended through the development of health education literacy. Health education provides opportunities for students to apply what they have learned in other academic subjects to authentic health issues. Learning that occurs across the curriculum helps students to connect what they have learned in other classrooms to their daily health decision-making behavior. Teachers are encouraged to integrate the teaching of English language arts, science, social studies, mathematics, the arts, home economics, and physical education with health education through the use of thematic units, project-based learning, and other modes of integrated learning. Appendices E and F cite concept and skills linkages for purposes of planning for curriculum integration with other subjects and for program infusion with approved initiatives.

Health Education Teaching Methods

Students benefit from learning opportunities that engage them in the learning process. Teachers are encouraged to use multiple teaching and assessment strategies and to design lessons that provide self-directed and hands-on activities that require the active participation of all students. The use of cooperative learning, higher order thinking, and “every pupil response” techniques in questioning of students’ understanding, and a focus on multiple intelligences is strongly encouraged. Appendix H provides suggestions for the appropriate use of selected methodologies in health education.

Parent Involvement

Parents need to be recognized as the primary health educators of our children and youth. The role of the school and that of the medical community and other agencies is secondary to that of the home; however, they are vital as partners. Parents should be informed, involved, and the teacher's partner in the learning process. Teachers are encouraged to provide parents with information on the DoDEA Health Education Performance Standards and enlist their

support to help their child/young person to achieve or exceed the standards. A curriculum overview letter, displays of student work, and articles in a class newsletter are a few effective ways to communicate the health education program to parents.

Family Life and Human Sexuality Education

Family life and human sexuality education begins in the home. From the moment of birth, a child learns about love, family relationships, and feelings of affection. Early experiences form the foundation of a child's future attitudes and beliefs. Developmentally appropriate practices and individual differences in students, families, and communities, as well as societal and cultural issues, should guide parents and teachers in the development of the school-based family life and human sexuality education program. Throughout the early childhood and intermediate years, the focus of family life and human sexuality education is on the importance of families to society and the development of personal and social skills, respect for self and others, skills in accessing accurate information, and personal responsibility. The emotional, physical, and social changes of puberty are added to the DoDEA health education curriculum beginning in grade four.

Within a reasonable time prior to instruction on topics specifically related to human reproduction and sexuality, parents must be notified in writing of the objectives and content of the instruction and provided with an opportunity to review the instructional materials. In addition, parents must be offered the opportunity to request, in writing, that they desire that their child(ren) not attend the class. In such cases, a meaningful alternative educational program should be provided for the student during this time period. Parents of excused students should be encouraged to provide developmentally appropriate sexuality education at home.

Coordinated School Health Programs

Most people agree that for students to succeed in school, they cannot be tired, hungry, using illegal drugs, or concerned that violence may occur at any time around them. Perhaps less apparent, however, is the fact that problems such as poor nutrition, domestic violence, alcoholism, substance abuse, depression, and more – can adversely affect not only a child's health, but also their *ability to learn*. That is precisely why a coordinated approach to school health can make a real difference!

A coordinated approach to school health improves children's health and their capacity to learn through the support of families, schools, and communities working together. At its very core, a Coordinated School Health Program (CSHP) is about keeping students healthy over time, reinforcing positive healthful behaviors throughout the school day, and making it clear that *good health and learning go hand in hand*.

*In the United States, did you know that:

- 1 in 7 students has been in a physical fight on school property (CDC);
- every 60 seconds, a child is born to a teen mother (Children's Defense Fund);
- obesity affects 1 in 5 children in the United States (American Academy of Pediatrics);
- each day, 3000 students start smoking ...1 every 30 seconds (CDC);
- 1 in 3 high school students report having consumed 5 or more drinks in a row (CDC);
- every 4 hours, a child in America commits suicide. (Children's Defense Fund).

More specifically, a coordinated approach to school health can address up to eight different aspects of health and education. These include:

- health education
- physical education
- school meals and nutrition
- health services
- counseling, psychological, and mental health services
- school environment
- staff wellness
- parent and community partnerships

According to the Centers for Disease Control and Prevention quoting the Carnegie Council on Adolescent Development (1995), "*schools could do more than perhaps any other single institution in society to help young people, and the adults they will become, live healthier, longer, more satisfying, and more productive lives. Schools should become health promoting environments, including...curricula that teach healthful behaviors and life-skills.*"

* Source: Centers for Disease Control and Prevention and Council of Chief State School Officers, *Why Support a Coordinated Approach to School Health*, 1999.

WHAT RESEARCH SAYS

Health Education Curriculum

Several studies of health education curricula found that quality curricula share the following eight characteristics. They:

- are research based;
- include basic, accurate information that is developmentally appropriate;
- use interactive, experiential activities that engage the learner;
- provide the learner with opportunities to model and practice relevant social skills;
- address social, media, and entertainment influences on behavior;
- strengthen individual values and group norms that promote healthful behavior;
- are of sufficient duration to allow students to acquire appropriate knowledge and skills;
- include professional development to enhance teacher effectiveness.

The Joint Committee on National Health Education Standards developed nationally agreed upon standards designed to provide direction for effective implementation of health education. Representatives from CDC and many professional associations and voluntary health agencies used their research knowledge combined with teaching experience to provide a foundation for the design of these National Health Education Standards. To achieve health literacy, schools must provide for:

- collaborative planning among school personnel, students, families, and related community agencies;
- the implementation of a plan to achieve the health education standards;
- assessment of health education instruction;
- use of multiple assessment strategies to determine student achievement;
- professionally prepared teachers to teach health education, preferably certified in health education at the middle and high school levels and qualified (through training) at the prekindergarten and elementary levels;
- collaborative teacher planning across curricular areas to make connections for health education;
- sufficient time allotted for teaching and learning;
- active family participation in fostering health literacy for students;
- utilization of information technologies in the delivery of health education instruction;
- instruction based on students' health education needs, interests, strengths, and culture;

- school policies that create a climate which promotes health literacy.

Optimal health education can be achieved by:

- scheduling separate required health education classes with a designated time allotment and report card grade;
- integrating health education with other subjects;
- having qualified teachers;
- scheduling separate required and elective options for quality health education at the high school level.

Assigned health education teachers are invited to refer to these elements as they review and use the manual. Curriculum design, development, implementation, and evaluation should be a dynamic, not static, process. Therefore, educators are encouraged to utilize the questionnaire provided in Appendix M to provide feedback on the contents of this guide to the DoDEA Education Directorate.

HEALTH EDUCATION PERFORMANCE DESCRIPTIONS OVERVIEW

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
<p>HE1 HEALTH EDUCATION CONCEPTS</p> <p>The student synthesizes health promotion and risk reduction concepts and attitudes related to:</p> <p>1a Personal and Community Health (PCH)</p> <p>1b Safety (SFTY)</p> <p>1c Nutrition and Physical Activity (NPA)</p> <p>1d Mental Health (MH)</p> <p>1e Alcohol, Tobacco, and Other Drugs (ATOD)</p> <p>1f Family Life and Human Sexuality (FLHS)</p>	<ul style="list-style-type: none"> • Recognizes why “good” health is important. 1a • Recognizes how people take responsibility for their health. 1a • Distinguishes between health promotion and disease prevention. 1a • Remembers to avoid contact with the body fluids of others. 1a • Recognizes the importance of being safe at home and in the community. 1b • Recognizes the importance of being safe on the move. 1b • Comprehends the importance of being safe at school. 1b • Recognizes a need for getting adult help for an injury or sudden illness. 1b 	<ul style="list-style-type: none"> • Appreciates being healthy. 1a • Recognizes appropriate personal health care practices. 1a • Recognizes how people become sick. 1a • Recognizes techniques for preventing disease and infection. 1a • Recognizes school and community health service and safety providers. 1a • Cites safety rules for being safe at home. 1b • Cites safety rules for being safe in the community. 1b • Cites safety rules for being safe on the move. 1b • Cites safety rules for being safe at school. 1b • Recognizes appropriate communication in interactions related to personal safety. 1b 	<ul style="list-style-type: none"> • Recognizes appropriate personal hygiene practices (care and cleanliness). 1a • Recognizes environmental health mediums by which children can get sick. 1a • Recognizes the risks of disease transmission through contact with the body fluids of others. 1a • Identifies stages of sickness. 1a • Appreciates the importance of being nurturing for others. 1a • Explains how to be safe when in the community. 1b • Explains how to be safe when on the move. 1b • Explains how to be safe when in school. 1b 	<ul style="list-style-type: none"> • Recognizes characteristics of good health. 1a • Analyzes appropriate personal hygiene practices (health care and cleanliness.) 1a • Identifies valid techniques for preventing infection. 1a • Explains correct use of health care products and services. 1a • Identifies types of immunity that prevent disease. 1a • Recognizes that personal choices affect the health of the environment and the community. 1a • Recognizes ways to prevent hazardous exposure in the environment. 1a

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
HE1 Health Concepts, Cont.	<ul style="list-style-type: none"> • Recognizes the value of making healthful food choices. 1c • Recognizes a relationship among physical activity, eating, and health. 1c • Recognizes factors that contribute to the development of emotional health. 1d • Identifies safe ways medicines are used. 1e • Identifies that drugs, including medicines, can be used in helpful or harmful ways. 1e • Values safe use of medicines. 1e • Identifies roles and responsibilities of family members. 1f 	<ul style="list-style-type: none"> • Recognizes first aid for cuts and scrapes. 1b • Recognizes the benefits of healthful eating. 1c Recognizes the importance of making healthful food choices. 1c • Identifies the benefits and risks of physical activity. 1c • Recognizes important principles of physical activity. 1c • Recognizes factors that contribute to the development of healthful relationships. 1d • Identifies appropriate coping behaviors to deal with the demands of daily living. 1d • Cites safe use of medicines. 1e • Recognizes that tobacco use is harmful to health. 1e 	<ul style="list-style-type: none"> • Explains strategies that prevent or intervene with violence when in the community or at school. 1b • Recognizes personal safety rules related to sexual abuse. 1b • Recognizes how to dial and communicate with 911 or counterpart when seeking emergency help. 1b • Describes first aid skills used to control bleeding. 1b • Comprehends the use of the Food Guide Pyramid. 1c • Recognizes relationships among food intake, physical activity, and health. 1c • Analyzes the benefits of physical activity. 1c • Cites important principles of physical activity. 1c 	<ul style="list-style-type: none"> • Explains rules for fire safety when at home and in school. 1b • Describes how to be safe when at school. 1b • Identifies important water safety practices. 1b • Identifies options to enhance being safe when on the move. 1b • Comprehends personal responsibility for avoiding and preventing violence when in school and in the community. 1b • Distinguishes among situations involving personal safety related to physical abuse. 1b • Describes how to access emergency help for an injury or sudden illness. 1b • Describes how to avoid and treat burns and sun burns. 1b • Distinguishes among foods when using the Food Guide Pyramid. 1c • Identifies influences on making food choices. 1c

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
HE1 Health Concepts, Cont.		<ul style="list-style-type: none"> • Recognizes differences in family structures and customs. 1f 	<ul style="list-style-type: none"> • Distinguishes factors that relate to the development of positive self-esteem. 1d • Distinguishes factors that relate to the development of emotional health. 1d • Defines the term “drug” as “a substance that changes the way the body works.” 1e • Cites tobacco as very harmful to health. 1e • Cites secondhand smoke as harmful to breathe. 1e • Recognizes roles and responsibilities of family members. 1f • Identifies the major stages of human growth and development, e.g., childhood, adolescence, and adulthood. 1f 	<ul style="list-style-type: none"> • Identifies influences on choosing to participate in selected physical activities. 1c • Plans to apply the principles of physical activity with family and/or friends. 1c • Appreciates skills that contribute to the development of healthful relationships. 1d • Recognizes appropriate coping behaviors to deal with the demands of daily living. 1d • Recognizes differences between medicinal and non-medicinal drugs. 1e • Identifies types of natural remedies (rest, water, massage, warm compresses, etc.). 1e • Examines differences in family structures and customs. 1f

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
HE1 Health Concepts, Cont.				<ul style="list-style-type: none"> Identifies the importance of giving and receiving care and affection to human growth and development. 1f
<p>HE2 HEALTH INFORMATION LITERACY</p> <p>The student develops health information literacy concepts, attitudes, and skills.</p> <p>2a Health Information Literacy (IL)</p>	<ul style="list-style-type: none"> Accesses health-related resources effectively. 1a 	<ul style="list-style-type: none"> Accesses resources for information on health-related issues effectively. 1a 	<ul style="list-style-type: none"> Uses valid sources for health-related information accurately and creatively. 1a Uses the Food Guide Pyramid for information about food groups accurately and creatively. 1c 	<ul style="list-style-type: none"> Uses valid sources of information for describing health care products and services accurately and creatively. 1a Accesses valid sources of information for describing being safe when on the move effectively. 1b Accesses valid mental health-related resources and supports within the home, school, and community effectively. 1d Accesses valid sources of information for describing ways in which culture and customs affect family practices effectively. 1f

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
<p>HE3 HEALTH COMMUNICATIONS AND INFLUENCES</p> <p>The student applies effective communications skills to analyze and enhance personal, family, and community health and wellness.</p> <p>3a Intrapersonal and Interpersonal Communications (IC)</p> <p>3b Analyzing Internal and External Influences (INF)</p>	<ul style="list-style-type: none"> • Communicates the importance of being healthy competently. 1a • Communicates knowledge about safe use of playground equipment competently. 1b • Simulates being a fireman telling the class about ways to prevent fires and evacuate an area completely, accurately, and safely. 1b • Simulates asking an adult for first aid help completely, accurately, and safely. 1b • Communicates the importance of healthful eating competently. 1c • Demonstrates empathy as a listener completely, accurately, and healthfully. 1d • Communicates the importance of safe use of medicines competently. 1e 	<ul style="list-style-type: none"> • Communicates knowledge of how doctors, nurses, dentists, counselors, firemen, and paramedics help people competently. 1a • Demonstrates effective interpersonal communication skills completely, accurately, and healthfully. 1a • Communicates reasons why it is important not to play with matches “fire” competently. 1b • Communicates knowledge of bicycle, car, bus, and pedestrian road safety practices competently. 1b • Communicates a clear message that prevents violence in bullying and conflict situations competently. 1b • Demonstrates appropriate and effective communications in personal safety interactions completely, accurately, and safely. 1b 	<ul style="list-style-type: none"> • Communicates benefits of healthful dental care competently. 1a • Communicates personal safety rules competently. 1b • Communicates a good strategy for dealing with bullying competently. 1b • Examines cultural differences and variety as external elements influencing choice of foods critically. 1c • Demonstrates use of effective interpersonal skills completely, accurately and healthfully. 1d • Communicates a definition of the term “drug” competently. 1e • Communicates about the harmfulness of tobacco use competently. 1e 	<ul style="list-style-type: none"> • Communicates fire safety rules competently. 1b • Communicates rules for being safe when on the move competently. 1b • Analyzes a variety of media influences on food choices and effects on overall eating habits critically. 1c • Communicates differences between medicinal (licit) and non-medicinal (illicit) drugs to include (over the counter [OTC] drugs, natural remedies, and prescription drugs) competently. 1e • Communicates about the qualities needed in healthful relationships competently. 1f

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
<p>HE3 Communications, Cont.</p>	<ul style="list-style-type: none"> Communicates about the qualities needed in healthful relationships competently. 1f 	<ul style="list-style-type: none"> Communicates knowledge of the benefits of eating a variety of healthful foods competently. 1c Communicates knowledge about those who could safely give children medicines competently. 1e Communicates a clear and strong message that tobacco use can harm health when in the air, smoked, or chewed competently. 1e 	<ul style="list-style-type: none"> Communicates about how medicines can help a person competently 1e Communicates about what it means to be a responsible family member competently 1f Communicates about the qualities needed in healthful relationship competently. 1f 	
<p>HE4 HEALTHFUL CHOICES</p> <p>The student demonstrates the ability to self manage by thinking then choosing behaviors that promote health and reduce health risks.</p> <p>4a Application of Thinking Skills (TS)</p> <p>4b Self-management (SM)</p> <p>4c Advocacy (AV)</p>	<ul style="list-style-type: none"> Applies logical reasoning when thinking about why being healthy is important based on a health and wellness ethic. 1a Advocates for being safe on the move accurately and with accurate supporting reasons and conviction. 1b Demonstrates application of playground safety skills completely, accurately, and safely. 1b 	<ul style="list-style-type: none"> Makes specific and clear decision statements related to good hygienic practices based on a health and wellness ethic. 1a Demonstrates a refusal to use matches or a lighter without supervision and also cites whom to tell about children using matches or lighters completely, accurately, and safely. 1b 	<ul style="list-style-type: none"> Avoids contact with body fluids of others completely, accurately, and safely. 1a Demonstrates practices related to being safe when on the move completely, accurately, and safely. 1b Demonstrates the ability to use playground equipment accurately and safely. 1b 	<ul style="list-style-type: none"> Demonstrates proficiency in practicing good hygiene completely, accurately, and healthfully. 1a Advocates for the prevention of communicable diseases (minimizing the spread of germs) with conviction and accurate reasons. 1a

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
HE4 Healthful Choices, Cont.	<ul style="list-style-type: none"> • Demonstrates how to get adult help for an injury or sudden illness completely, accurately, and safely. 1b • Makes food choices completely, accurately, and healthfully. 1c • Acts in ways that contribute to emotional health completely, accurately, and healthfully. 1d • Simulates having adults administer medicines completely, accurately, and safely. 1e 	<ul style="list-style-type: none"> • Demonstrates application of playground safety rules completely, accurately, and safely. 1b • Simulates providing first aid for cuts and scrapes completely, accurately, and safely. 1b • Makes a specific and clear decision statement related to making food choices based on a health and wellness ethic. 1c • Applies important principles of physical activity to the phases of a workout completely, accurately, and healthfully. 1c • Acts in ways that contribute to the development of healthful relationships completely and accurately. 1d 	<ul style="list-style-type: none"> • Demonstrates strategies to prevent violence by simulating identifying and reporting bullying and potentially violent situations completely, accurately, and safely. 1b • Demonstrates first aid response skills by simulating getting help at appropriate times completely, accurately, and safely. 1b • Simulates providing first aid for controlling bleeding completely, accurately, and safely. 1b • Makes specific and clear, decision statements related to options for balancing food intake and physical activity based on a health and wellness ethic. 1c 	<ul style="list-style-type: none"> • Makes specific and clear decision statements related to being safe when on the move based on a health and wellness ethic. 1b • Demonstrates responsible strategies and techniques for dealing with bullying and conflict without physical fighting completely, accurately, and healthfully. 1b • Makes specific and clear decision statements related to situations involving physical abuse based on a health and wellness ethic. 1b • Demonstrates first aid response skills by simulating getting help for emergency injuries or sudden illness completely, accurately, and safely. 1b • Simulates providing first aid for burns and sun burns completely, accurately, and safely. 1b

Standard	Prekindergarten Performance Descriptions	Kindergarten Performance Descriptions	Grade 1 Performance Descriptions	Grade 2 Performance Descriptions
<p>HE4 Healthful Choices, Cont.</p>		<ul style="list-style-type: none"> • Demonstrates the ability to use diaphragmatic breathing as a stress management technique completely, accurately, and healthfully. 1d • Applies logical reasoning when thinking about the reasons why smoking tobacco is very harmful based on a health and wellness ethic. 1e 	<ul style="list-style-type: none"> • Promotes daily physical activity for youth with conviction and supporting reasons. 1c • Acts in ways that contribute to the development of positive self-esteem completely, accurately, and healthfully. 1d • Acts in ways that contribute to coping with emotional frustration and conflict completely, accurately, and healthfully. 1d • Simulates acting in ways that contribute to developing positive family relationships completely, accurately, and healthfully. 1d • Encourages others not to smoke or chew tobacco with conviction and supporting reasons. 1e 	<ul style="list-style-type: none"> • Makes specific and clear decision statements related to making breakfast choices based on a health and wellness ethic. 1c • Applies important principles of physical activity in aerobic, stretching, and strengthening activities completely, accurately, and healthfully. 1c • Advocates for building and maintaining friendships with conviction and accurate supporting reasons. 1d • Applies logical reasoning when categorizing selected drugs as medicinal (aspirin/cough syrup) or non-medicinal (heroin/cocaine) based on a health and wellness ethic. 1e

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HEALTH EDUCATION PERFORMANCE DESCRIPTIONS OVERVIEW GRADES 3-5

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE1 HEALTH EDUCATION CONCEPTS</p> <p>The student synthesizes health promotion and risk reduction concepts and attitudes related to:</p> <p>1a Personal and Community Health (PCH)</p> <p>1b Safety (SFTY)</p> <p>1c Nutrition and Physical Activity (NPA)</p> <p>1d Mental Health (MH)</p> <p>1e Alcohol, Tobacco, and Other Drugs (ATOD)</p> <p>1f Family Life and Human Sexuality (FLHS)</p>	<ul style="list-style-type: none"> • Defines the term “health”. 1a • Appreciates the importance of maintaining and improving good health. 1a • Comprehends wellness as a high level of healthful living. 1a • Distinguishes among healthful and unhealthful personal hygiene practices. 1a • Describes valid practices and techniques for preventing the transmission of germs (microorganisms) that could lead to noncommunicable disease. 1a • Identifies stages of communicable disease. 1a • Explains treatments of common communicable diseases of childhood. 1a • Analyzes the importance of nurturing. 1a 	<ul style="list-style-type: none"> • Distinguishes between the concepts of "health" and "wellness". 1a • Values the importance of continually striving for health and wellness. 1a • Identifies the four major determinants of health. 1a • Identifies techniques for controlling the spread of communicable diseases. 1a • Identifies common communicable (contagious) and non-communicable (not contagious) diseases. 1a • Describes common risk factors for the major non-communicable diseases; e.g., heart disease, cancer, and diabetes. 1a • Examines the importance of convalescence. 1a • Cites options for school and community health resources and services. 1a 	<ul style="list-style-type: none"> • Analyzes the major determinants of health in terms of one’s personal health profile. 1a • Describes valid practices and techniques for preventing disease and infection. 1a • Identifies valid sources for information about HIV/AIDS. 1a • Distinguishes between natural and acquired immunity. 1a • Values the importance of self-care and nurturing others. 1a • Analyzes the global impact of communicable disease on the community and the environment. 1a • Analyzes the use of health care products and services. 1a • Analyzes the major environmental health risks in society. 1a 	<ul style="list-style-type: none"> • Evaluates personal health care actions. 1a • Relates how determinants of health (heredity, lifestyle choices, access to health care, and environment) are factors in the development of noncommunicable disease. 1a • Recognizes the nature, prevention, and treatment of heart disease, cancer, and diabetes. 1a • Analyzes the physical, intellectual, emotional, spiritual, and social dimensions of wellness. 1a • Relates the importance of being nurtured to enhanced immunity against disease. 1a • Describes common health-related fads and fallacies. 1a

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE1 Health Concepts, Cont.</p>	<ul style="list-style-type: none"> • Describes how to be responsible for avoiding and preventing violence in school and in the community. 1b • Describes injury prevention practices in the home, school, and community. 1b • Describes injury prevention practices when on the move. 1b • Examines personal safety strategies related to sexual assault. 1b • Identifies first aid skills for treating symptoms of poisoning. 1b • Examines benefits of healthful eating. 1c • Examines food choices. 1c • Cites sources for information concerning food intake and physical activity. 1c • Summarizes valid data on the benefits of physical activity. 1c • Describes how to exhibit sportsmanship. 1c 	<ul style="list-style-type: none"> • Recognizes strategies for avoiding, eliminating, or preventing unsafe hazards. 1b • Analyzes school accident statistics. 1b • Analyzes options for being safe when on the move. 1b • Constructs strategies for avoiding and preventing violence. 1b • Examines personal safety strategies related to the prevention of child neglect. 1b • Describes first aid skills for responding to an emergency injury or sudden illness. 1b • Describes first aid for opening the airway of a choking victim. 1b • Summarizes first aid treatment for cuts, scrapes, controlling bleeding, poisoning, burns, and sunburn learned in earlier grades. 1b • Cites reasons for healthful eating. 1c 	<ul style="list-style-type: none"> • Analyzing how to be safe at home. 1b • Analyzing how to be safe in the community. 1b • Recognizes hiking and camping related safety strategies 1b • Summarizes personal safety issue related to the recognition and reporting of child abuse. 1b • Identifies first aid skills for helping a choking victim. 1b • Analyzes options when making healthful food choices. 1c • Explains reasons for balancing food intake and physical activity. 1c • Formulates a plan for maintaining or improving eating nutrient-dense snack foods. 1c 	<ul style="list-style-type: none"> • Predicts health consequences of increased air pollution. 1a • Analyzes the prevalence of risk-taking behaviors related to accidents and unintentional injuries among adolescents and adults. 1b • Suggests strategies to diminish risk-taking behaviors associated with physical fighting. 1b • Analyzes the prevalence of risk-taking behaviors related to intentional injuries and violence among adolescents and adults. 1b • Examines aspects of being safe on the move. 1b • Examines personal safety strategies related to emotional abuse. 1b • Describes first aid skills for respiratory emergencies. 1b

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
HE1 Health Concepts, Cont.	<ul style="list-style-type: none"> • Analyzes preparation for and protection needed during physical activity. 1c • Recognizes factors contributing to developing positive self-esteem. 1d • Recommends skills that contribute to developing emotional health. 1d • Describes appropriate and beneficial uses of OTC and prescription medicines. 1e • Describes the nature and risks of inappropriate uses of over the counter (OTC) and prescription medicines. 1e • Identifies reasons for non-use of alcohol and tobacco. 1e • Analyzes roles and responsibilities of family members. 1f • Examines stages of human growth and development. 1f 	<ul style="list-style-type: none"> • Recognizes the Food Guide Pyramid as a source of information about food. 1c • Considers healthful options when making food choices. 1c • Cites valid information on the benefits of physical activity. 1c • Recognizes a variety of influences on physical activity. 1c • Examines skills that contribute to healthful relationships. 1d • Recognizes appropriate coping behaviors that deal with the demands of daily living. 1d • Describes the nature of chemical dependence. 1e • Examines the effects of alcohol, tobacco, and other illicit drug use on the physical, intellectual, emotional, spiritual, and social development of the individual. 1e 	<ul style="list-style-type: none"> • Recognizes how to participate in a workout using the principles of exercise science. 1c • Describes how to appropriately prepare and protect oneself during physical activity. 1c • Recognizes factors contributing to positive self-esteem and healthful relationships. 1d • Formulates a plan for maintaining or improving emotional health. 1d • Recognizes the effects of a selected drug on the body and associates it with the appropriate category, i.e., stimulants, depressants, or hallucinogens. 1e 	<ul style="list-style-type: none"> • Examines options when making food choices. 1c • Formulates a plan to maintain or improve one’s nutritional status. 1c • Recognizes that many factors influence body differences. 1c • Recognizes a variety of influences on physical activity. 1c • Explains how to conduct a workout using the principles of exercise science. 1c • Analyzes the impact of peer-pressure on the development of healthful relationships and self-esteem. 1d • Examines appropriate coping behaviors to deal with the demands of daily living. 1d • Differentiates between physical and psychological dependence on alcohol. 1e

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE1 Health Concepts, Cont.</p>	<ul style="list-style-type: none"> • Recognizes the importance of giving and receiving care and affection to human growth and development. 1f • Formulates a plan for giving and receiving care and affection in healthful ways. 1f 	<ul style="list-style-type: none"> • Examines signs of alcohol, tobacco, and other illicit drug use. 1e • Examines influences on different types of alcohol, tobacco, and other illicit drug use. 1e • Examines differences in family structures and customs. 1f • Examines changes of human growth and development during puberty. 1f • Analyzes the importance of giving and receiving care and affection to human growth and development. 1f 	<ul style="list-style-type: none"> • Describes the psychological and physical effects of using stimulants (uppers), depressants (downers), and hallucinogens (marijuana, LSD, etc.). 1e • Recognizes most inhalants (being medicated with a vapor or intoxicated with a volatile organic solvent like glue, cleaning or lighter fluid, nail polish remover, lacquer thinner, or gasoline) and steroids (hormones, body constituents, and drugs) as stimulants. 1e • Recognizes the toxic effects of alcohol, tobacco, and other illicit drug use. 1e • Analyzes differences in family structures and customs in various cultures. 1f 	<ul style="list-style-type: none"> • Describes the nature of physical and psychological dependence on tobacco. 1e • Relates influences to decisions about alcohol and tobacco use. 1e • Examines influences on decisions to use products containing tobacco. 1e • Explains how to make decisions regarding healthful sexuality. 1f • Comprehends the structure and function of the human reproductive system. 1f • Recognizes the knowledge and skills necessary for making responsible decisions about family planning and pregnancy prevention. 1f • Describes sources of valid information about the prevention of HIV/AIDS. 1f

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Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
			<ul style="list-style-type: none"> • Examines early adolescence as a stage of human growth and development. 1f • Analyzes changes related to puberty. 1f • Formulates a plan for giving and receiving care and affection in healthful ways. 1f 	
<p>HE2 HEALTH INFORMATION LITERACY</p> <p>The student develops health information literacy concepts, attitudes, and skills.</p> <p>2a Health Information Literacy (IL)</p>	<ul style="list-style-type: none"> • Accesses valid sources of safety information effectively. 1b • Evaluates valid data on the benefits of physical activity critically and competently. 1c • Accesses valid sources of health information on using OTC and prescription medicines effectively. 1e 	<ul style="list-style-type: none"> • Accesses valid sources of information on the use of protective equipment efficiently. 1b • Accesses valid sources of information on accidents, injuries, and on first aid steps for helping others efficiently. 1b • Uses the Food Guide Pyramid as a source of information about food groups accurately, creatively, and healthfully. 1c 	<ul style="list-style-type: none"> • Accesses valid information about immunizations efficiently. 1a • Accesses valid information about HIV/AIDS efficiently. 1a • Evaluates valid sources of information when considering options for healthful food choices critically and competently. 1c 	<ul style="list-style-type: none"> • Pursues and generates information on a self-selected personal health care topic efficiently. 1a • Accesses valid information about a self-selected disease prevention issue efficiently. 1b • Accesses valid information about the physical and psychological effects of drinking alcohol, chronic and progressive alcoholism characteristics, and genetic predisposition to alcoholism as a disease

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Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE2 Health Literacy, Cont.</p>		<ul style="list-style-type: none"> • Evaluates valid sources of information related to the benefits of physical activity critically and competently. 1c • Accesses valid sources of information on medicinal and non-medicinal drugs efficiently. 1e • Accesses valid sources of information on the use of alcohol and tobacco efficiently. 1e 	<ul style="list-style-type: none"> • Accesses valid information about the psychological and physiological effects of stimulants and depressants efficiently. 1e • Accesses valid information on the changes of puberty efficiently. 1f 	<ul style="list-style-type: none"> • Accesses valid information about growth and development efficiently. 1f • Accesses valid information about pregnancy prevention efficiently. 1f • Evaluates valid sources for information about HIV/AIDS critically and competently. 1f
<p>HE3 HEALTH COMMUNICATIONS AND INFLUENCES</p> <p>The student applies effective communications skills to analyze and enhance personal, family, and community health and wellness.</p>	<ul style="list-style-type: none"> • Communicates a desire to make healthful choices to enhance wellness competently. 1a • Communicates significant safety rules competently. 1b • Communicates resolutions to negative peer-pressure and conflict occurring in games and sports competently. 1c 	<ul style="list-style-type: none"> • Examines influences on being safe when roller-blade skating. 1b • Communicates a desire to avoid and prevent carrying or using a weapon competently. 1b • Examines family and social influences on physical activity choices. 1c 	<ul style="list-style-type: none"> • Communicates a specified fire safety plan competently. 1b • Communicates personal safety strategies related to the recognition and reporting of child abuse or neglect competently. 1b • Communicates how to build and maintain friendships and adult relationships competently. 1d 	<ul style="list-style-type: none"> • Communicates strategies targeted at avoiding and preventing violence competently. 1b • Communicates strategies for eliminating unsafe bicycling practices competently. 1b • Analyzes internal and external influences on making decisions about unsafe bicycling practices critically. 1b

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE3 HEALTH COMMUNICATIONS AND INFLUENCES, CONT.</p> <p>3a Intrapersonal and Interpersonal Communications (IC)</p> <p>3b Analyzing Internal and External Influences (INF)</p>	<ul style="list-style-type: none"> • Communicates appreciation of personal assets and strengths that contribute to positive self-esteem competently. 1d • Communicates the benefits and risks of using OTC and prescription medicines competently. 1e • Communicates a desire to resist peer pressure to use tobacco competently. 1e 	<ul style="list-style-type: none"> • Demonstrates selected interpersonal communication skills completely, accurately, and healthfully. 1d • Communicates a desire to make healthful choices competently. 1e • Examines influences on decisions about alcohol, tobacco, or other illicit drug use. 1e • Communicates a refusal to use alcohol, tobacco, or other illicit drugs competently. 1e • Communicates how to get help for those already addicted competently. 1e • Reflects on use of eye contact and a respectful voice in communication with family members and friends. 1f 	<ul style="list-style-type: none"> • Communicates a clear desire to make legal and healthful alcohol, tobacco, and other illicit drug choices competently. 1e • Analyzes the influences of body size, setting, and the substance itself on variable individual toxic effects of tobacco and alcohol critically. 1e 	<ul style="list-style-type: none"> • Analyzes a variety of influences on physical activity choices critically. 1c • Communicates in ways that contribute to healthful relationships competently. 1d • Analyzes factors that contribute to the development of positive self-esteem critically. 1d • Communicates a desire to make healthful and legal alcohol, tobacco, or other illicit drug use choices competently. 1e • Analyzes influences on decisions about alcohol and tobacco use critically. 1e • Communicates respect for self, others, and diverse relationships competently. 1f • Analyzes influences and decisions regarding healthful sexuality critically. 1f

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE4 HEALTHFUL CHOICES</p> <p>The student demonstrates the ability to self manage by thinking then choosing behaviors that promote health and reduce risks.</p> <p>4a Application of Thinking Skills (TS)</p> <p>4b Self-management (SM)</p> <p>4c Advocacy (AV)</p>	<ul style="list-style-type: none"> • Makes specific and clear decision statements related to hygienic choices based on a health and wellness ethic. 1a • Simulates a demonstration of effective hygienic practices completely, accurately, and healthfully. 1a • Generates solutions for dealing with aggression and fighting in school and the community based on a health and wellness ethic. 1b • Simulates a demonstration of first aid skills for treating symptoms of poisoning completely, accurately, and safely. 1b • Demonstrates ability to effectively prepare and use protective equipment during physical activity completely accurately, and safely. 1c 	<ul style="list-style-type: none"> • Makes specific and clear decision statements related to family expectations, rules and laws, safety, respect for self and others, or environmental responsibility based on a health and wellness ethic. 1a • Makes a specific and clear decision statement related to convalescence after illness based on a health and wellness ethic. 1a • Makes specific and clear decision statements related to reporting incidence of possession or use of a weapon based on a health and wellness ethic. 1b • Demonstrates appropriate responses and basic first aid in a simulated emergency where an injury has occurred completely, accurately, and safely. 1b 	<ul style="list-style-type: none"> • Simulates a demonstration of first aid skills for helping a choking victim completely, accurately, and safely. 1b • Makes food related decisions based on a health and wellness ethic. 1c • Develops a plan and designates a reward for reaching goals established in a personalized weeklong exercise workout plan based on a health and wellness ethic. 1c • Demonstrates skills that contribute to positive emotional health completely, accurately, and healthfully. 1d 	<ul style="list-style-type: none"> • Applies inductive reasoning to incorporate the five dimensions of wellness (physical, intellectual, emotional, spiritual, and social) into a vision of a balanced life-style. 1a • Promotes safety awareness related to being safe when on the move with conviction and accurate supporting reasons. 1b • Simulates a demonstration of first aid skills for dealing with opening an airway and rescue breathing completely, accurately, and safely. 1b • Demonstrates use of principles of frequency, intensity, and time when performing an exercise workout completely, accurately, and safely. 1c

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Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
<p>HE4 Healthful Choices, Cont.</p>	<ul style="list-style-type: none"> • Applies logical reasoning in making a personal commitment not to use tobacco. 1e • Advocates for a tobacco free community with accurate and supporting reasons and conviction. 1e • Develops a plan for reaching a goal of giving and receiving care and affection based on a health and wellness ethic. 1f 	<ul style="list-style-type: none"> • Advocates for being a “Good Samaritan” by promoting knowledge of basic first aid care in an emergency with conviction and accurate supporting reasons. 1b • Makes specific and clear decision statements related to selecting more fruits, vegetables, whole grains, calcium rich, and nutrient dense foods based on a health and wellness ethic. 1c • Demonstrates an analysis of data about improvements in food choices completely, accurately, and healthfully. 1c • Demonstrates stress management techniques that enhance emotional health and coping when dealing with conflict completely, accurately, and healthfully. 1d 	<ul style="list-style-type: none"> • Conducts evaluation research on the effects of use of alcohol, tobacco, and other drugs completely, accurately, and based on a health and wellness ethic. 1e • Makes drug related decisions based on a health and wellness ethic. 1e • Develops wise and healthful targeted goals that are clear and realistic and have a plan and reward for reaching targeted goals. 1e • Advocates for acceptance of individual differences during puberty with conviction and with accurate supporting reasons. 1f 	<ul style="list-style-type: none"> • Demonstrates ability to monitor heart and respiration rates during an exercise workout completely, accurately, and safely. 1c • Makes specific and clear decision statements related to food choices based on a health and wellness ethic. 1c • Advocates for legal and responsible alcohol use and a smoke-free environment with conviction and accurate supporting reasons. 1e

Standard	Grade 3 Performance Descriptions	Grade 4 Performance Descriptions	Grade 5 Performance Descriptions	Grade 6 Performance Descriptions
HE4 Healthful Choices, Cont.		<ul style="list-style-type: none"> • Develops personal goal statements that establish targeted goals with a reward plan for reaching each goal related to recognizing responsibility for self, respecting the integrity of the human body, dealing with pressure to use illicit drugs, and making a personal commitment not to use illicit drugs clearly and realistically. 1e • Conducts evaluation research on the effects of alcohol, tobacco, and other illicit drug use and reasons why underage young people should not use alcohol and everyone should not use tobacco completely, accurately, and healthfully. 1e 		

HEALTH EDUCATION PERFORMANCE DESCRIPTIONS OVERVIEW GRADES 7-12

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE1 HEALTH EDUCATION CONCEPTS</p> <p>The student synthesizes health promotion and risk reduction concepts and attitudes related to:</p> <p>1a Personal and Community Health (PCH)</p> <p>1b Safety (SFTY)</p> <p>1c Nutrition and Physical Activity (NPA)</p> <p>1d Mental Health (MH)</p> <p>1e Alcohol, Tobacco, and Other Drugs (ATOD)</p> <p>1f Family Life and Human Sexuality (FLHS)</p>	<ul style="list-style-type: none"> • Analyzes valid practices for preventing disease and infection. 1a • Appreciates advances made in public health during the 20th century. 1a • Investigates links between communicable diseases, their causative agents, and risk reduction. 1a • Describes how to choose appropriate health care products and services. 1a • Appreciates the importance of peace and harmony to society and the environment. 1a • Examines community health services. 1a • Explores various health related occupations. 1a • Analyzes negative risk taking in relation to injury or harm. 1b 	<ul style="list-style-type: none"> • Synthesizes prevention, intervention, and treatment and control strategies for common noncommunicable disease. 1a • Analyzes risk reduction strategies for the prevention and intervention of non-communicable diseases. 1a • Recognizes the importance of promptly accessing appropriate health care. 1a • Recognizes the importance of early symptom recognition and prompt access to care for heart attack or stroke warnings. 1a • Distinguishes among various types of treatment for common non-communicable diseases. 1a • Examines issues related to disability awareness. 1a 	<ul style="list-style-type: none"> • Analyzes appropriate health care products and services. 1a • Evaluates personal health care actions. 1a • Evaluates practices and techniques for preventing disease and infection. 1a • Evaluates the effects of disease on the individual, family, and society. 1a • Evaluates the relationship of health to high level wellness (physical, intellectual, emotional, spiritual, and social aspects of wellness). 1a • Analyzes major environmental safety issues. 1a • Analyzes various health and wellness related careers in relation to personal interest and skills. 1a 	<ul style="list-style-type: none"> • Plans to provide health and wellness related research on a selected topic. II (1a-1f) • Collects quantitative and/or qualitative data on the selected research topic. II (1a-1f) • Analyzes data. II (1a-1f) • Displays data. II (1a-1f) • Plans to provide health and wellness related leadership in a selected child, peer, and/or adult health education initiative. III (1a-1f) • Provides leadership in a selected child, peer, and/or adult health education initiative. III (1a-1f) • Analyzes documentation. II (1a-1f) • Displays data. III (1a-1f)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE1 Health Concepts, Cont.	<ul style="list-style-type: none"> • Describes potential risks of injury or prosecution from carrying or using a weapon. 1b • Describes community resources and services that promote safety. 1b • Describes how laws require reporting of suspected child abuse. 1b • Analyzes personal safety strategies related to physical abuse and physical assault. 1b • Describes first aid for strains and sprains. 1b • Examines careers related to emergency medical services or safety. 1b • Recognizes factors contributing to the development of positive self-esteem. 1d • Recognizes healthful ways of expressing emotions. 1d • Describes characteristics of good mental health. 1d 	<ul style="list-style-type: none"> • Examines the impact of disease (physical, intellectual, emotional, spiritual, social, and financial) on the individual, family, and society. 1a • Describes the impact of nutrition on health and wellness. 1a • Analyzes environmental health and safety procedures. 1a • Recognizes aspects of disaster preparedness. 1b • Describes strategies for avoiding and preventing violence. 1b • Describes strategies for implementing common safety practices when on the move. 1b • Analyzes personal safety strategies related to sexual abuse or sexual assault. 1b • Analyzes first aid skills for responding to emergency injury or sudden illness. 1b 	<ul style="list-style-type: none"> • Evaluates a selected cause of risk-taking behavior related to accidents and unintentional injuries. 1b • Suggests strategies to diminish risk-taking behaviors associated with physical fighting. 1b • Synthesizes recommendations for reducing risk-taking behaviors related to intentional injuries and violence. 1b • Examines the nature and prevention of adolescent death from suicide. 1b • Plans a strategy for safety when on the move. 1b • Examines strategies for enhancing safety at school. 1b • Synthesizes personal safety related to physical abuse/assault, sexual abuse/assault, and child neglect. 1b • Evaluates knowledge of specified first aid practices. 1b 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE1 Health Concepts, Cont.	<ul style="list-style-type: none"> • Identifies mental health prevention, intervention, and treatment resources. 1d • Examines mental health related career options. 1d • Analyzes the short-term and long-term effects of alcohol, tobacco, and other illicit drug use. 1e • Analyzes how to make healthful decisions about alcohol, tobacco, and other illicit drug use. 1e • Examines the relationship between behavior and alcohol, tobacco, and other illicit drug use. 1e • Values the importance of healthful choices related to drug use. 1e • Examines chemical dependency related careers. 1e • Examines roles and responsibilities of family members related to family health. 1f 	<ul style="list-style-type: none"> • Describes first aid procedures for applying bandages. 1b • Analyzes factors that contribute to the development of healthful relationships. 1d • Develops appropriate coping behaviors to deal with the demands of daily living. 1d • Describes mental health related resources and sources of support. 1d • Recognizes valid information related to mental health issues. 1d • Creates a plan for reaching a positive mental health outlook. 1d • Analyzes short- and long-term benefits and risks of medicinal drug use. 1e • Describes the nature of herbal, flower, and homeopathic remedies. 1e 	<ul style="list-style-type: none"> • Describes the application of cardiopulmonary resuscitation (CPR). 1b • Analyzes safety and emergency medical service careers in relation to personal interests and skills. 1b • Evaluates factors contributing to the development of positive self-esteem. 1d • Analyzes healthful ways of expressing emotions in daily living. 1d • Analyzes communication strategies that contribute to maintaining and developing healthful relationships, including group identity. 1d • Analyzes mental health related careers in relation to personal interests and skills. 1d • Distinguishes between non-use or only legal and responsible use of alcohol. 1e 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE1 Health Concepts, Cont.	<ul style="list-style-type: none"> • Examines stages of human growth & development. 1f • Examines how to make decisions regarding healthful sexuality. 1f • Examines how to make responsible decisions about family planning and pregnancy prevention. 1f • Analyzes valid information about HIV/AIDS and other STDs. 1f • Analyzes benefits of setting sexual limits. 1f • Examines careers related to the fields of family life and human sexuality. 1f 	<ul style="list-style-type: none"> • Evaluates prevention, intervention, and treatment services and resources related to chemical dependency. 1e • Analyzes differences in family values and traditions. 1f • Analyzes how to make decisions regarding healthful sexuality. 1f • Examines the reproductive process. 1f • Describes how to make responsible decisions about family planning and pregnancy prevention. 1f • Analyzes valid information about major STDs, including HIV. 1f 	<ul style="list-style-type: none"> • Hypothesizes characteristics of a smoke-free environment. 1e • Analyzes issues related to legal and responsible use of drugs. 1e • Analyzes variables related to the potential physical effects of licit and illicit drugs. 1e • Analyzes the nature of careers related to the prevention, intervention and treatment of chemical dependency and the pharmaceutical field in relation to personal interests and skills. 1e • Synthesizes differences in family structures and customs. 1f • Analyzes roles and responsibilities of family members on family health. 1f • Examines differences in human growth and development. 1f • Analyzes issues related to healthful sexuality. 1f 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE1 Health Concepts, Cont.			<ul style="list-style-type: none"> • Examines the reproductive process from conception to birth. 1f • Recognizes “normalcy” in teenagers wanting to give and receive affection. 1f • Describes a conviction that promotes abstinence from sexual intercourse as the most viable option for teenage sexual behavior. 1f • Recognizes that diverse individual, family, community, and religious values and morals impact attitudes about sexual behavior. 1f • Describes how to make responsible decisions about family planning and pregnancy prevention. 1f • Analyzes sources for valid information about HIV/AIDS. 1f • Analyzes valid information on sexual health practices. 1f 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
			<ul style="list-style-type: none"> Analyzes family life and human sexuality related careers in relation to personal interests and skills. 1f 	
<p>HE2 HEALTH INFORMATION LITERACY</p> <p>The student develops health information literacy skills.</p> <p>2a Health Information Literacy (IL)</p>	<ul style="list-style-type: none"> Evaluates information on causes and transmission of communicable diseases critically and competently. 1a Uses valid information on health care products and services accurately and creatively. 1a Evaluates public, private, and voluntary health agencies' resources for health information critically and competently. 1a Accesses valid information on local, national, and world public health agencies efficiently. 1a Accesses valid information of mental health issues efficiently. 1d 	<ul style="list-style-type: none"> Accesses information related to the prevention, intervention, and treatment of common non-communicable diseases efficiently. 1a Accesses information on school and community disaster preparedness efficiently. 1b Uses valid information related to the impact of conflict and violence and techniques for conflict resolution accurately and creatively. 1b Uses valid information related to mental health issues accurately and creatively. 1d 	<ul style="list-style-type: none"> Uses information on environmental health risks accurately and creatively. 1a Evaluates the prevalence of risk-taking behavior related to accidents and unintentional injuries among adolescents and adults critically and competently. 1b Participates in a group to pursue and generate information about the prevalence of risk-taking behavior related to intentional injuries and violence among adolescents and adults efficiently. 1b Uses information on symptoms of potential suicide and recommended actions to be taken to prevent suicide accurately. 1b 	<ul style="list-style-type: none"> Accesses health and wellness related information about the selected research project efficiently. II (2a) Uses information on the selected health and wellness related research topic accurately and creatively. II (2a) Participates in a group to evaluate health and wellness related research projects of peers critically and competently. II (2a) Accesses leadership development related information about the selected leadership development project efficiently. III (2a)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE2 Health Literacy, Cont.	<ul style="list-style-type: none"> • Evaluates information about the short-term and long-term effects of alcohol, tobacco, and other illicit drug use critically and competently. 1e • Accesses valid information on drug dependency and addiction efficiently. 1e • Accesses valid information on the risks and consequences of sexual contact efficiently. 1f 	<ul style="list-style-type: none"> • Uses information related to the short- and long-term benefits and risks of medicinal drug use accurately. 1e • Uses information related to herbal, flower, and homeopathic remedies accurately. 1e • Evaluates addiction-related prevention, intervention, and treatment services and resources critically and competently. 1e • Participates in a group to pursue and generate information related to HIV/AIDS efficiently. 1f • Accesses valid sources for information on the effects of teen pregnancy efficiently. 1f • Accesses valid sources information and services related to HIV/AIDS efficiently. 1f 	<ul style="list-style-type: none"> • Evaluates valid sources for information about school or work related safety critically and competently. 1b • Accesses information about where to receive first aid and/or CPR certification and refresher courses in the community efficiently. 1b • Evaluates the health-related benefits of clean, smoke-free external and internal air critically and competently. 1e • Participates in a group to pursue and generate information about short-term and long-term risks of tobacco use efficiently. 1e • Accesses information related to smoking cessation opportunities and resources within the community efficiently. 1e • Uses information on the human reproductive system accurately. 1f 	<ul style="list-style-type: none"> • Accesses health and wellness related information about the selected leadership development project efficiently. III (2a) • Uses information on the selected health and wellness related leadership initiative accurately and creatively. III (2a) • Participates in a group to evaluate health and wellness related leadership development projects of peers critically and competently. III (2a)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
			<ul style="list-style-type: none"> Evaluates sources for valid information on pregnancy prevention critically and competently. 1f Evaluates sources for valid information related to HIV/AIDS critically and competently. 1f 	
<p>HE3 HEALTH COMMUNICATIONS AND INFLUENCES</p> <p>The student applies effective communications skills to analyze and enhance personal, family, and community health and wellness.</p> <p>3a Intrapersonal and Interpersonal Communications (IC)</p> <p>3b Analyzing Internal and External Influences (INF)</p>	<ul style="list-style-type: none"> Communicates about sources available to help persons with depression competently. 1d Analyzes factors contributing to and influences on developing positive self-esteem critically. 1d Communicates personal attitudes about alcohol, tobacco, and other illicit drug use competently. 1e Analyzes how media messages can influence the use of alcohol, tobacco, and other illicit drug use critically. 1e 	<ul style="list-style-type: none"> Communicates about the nature of school-site and community environmental health problems competently. 1a Communicates a willingness to educate family and community members about early heart attack care (EHAC) and early brain attack care (EBAC) competently. 1a Communicates strategies for resolving interpersonal conflict competently. 1b Communicates strategies for eliminating joyriding competently. 1b Analyzes factors contributing to healthful relationships critically. 1d 	<ul style="list-style-type: none"> Analyzes influences of music that is listened to too often, too loud, or too long on hearing loss critically. 1a Communicates actions that should be taken to help a friend who is potentially suicidal competently. 1b Communicates (intrapersonally) about personal coping strategies that address parent deployments, living overseas, and/or military related community life competently. 1b 	<ul style="list-style-type: none"> Analyzes influences on choice of the research topic critically. II (3b) Communicates actions that should be taken to manage the research projects competently. II (3a) Communicates (intrapersonally) about each phase of the research design, implementation, and evaluation competently. II (3a) Analyzes influences on making the choice of the leadership development initiative critically. III (3b)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE3 Communications, Cont.</p>	<ul style="list-style-type: none"> • Communicates refusal strategies related to sexual contact that places one at risk for pregnancy or disease competently. 1f • Analyzes influences on making decisions regarding healthful sexuality critically. 1f 	<ul style="list-style-type: none"> • Communicates about the power of maintaining positive attitudes and thinking competently. 1d • Communicates a desire to make healthful and legal choices related to alcohol, tobacco, and other illicit drug use competently. 1e • Analyzes factors that sustain recovery from chemical dependence critically. 1e • Communicates strategies for dealing with pressure to go beyond one's personal romantic and sexual limits competently. 1f • Reflects on personal and family values related to giving and receiving affection and sexual behaviors thoughtfully. 1f 	<ul style="list-style-type: none"> • Communicates strategies that promote developing and maintaining a healthful relationship, including group identity competently (keeping confidences, understanding and empathizing with others, practicing active listening, communicating by using “I” messages, and showing respect for diversity). 1d • Communicates strategies that can influence peers to take appropriate actions in high-risk alcohol and/or other illicit drug-related situations competently. 1e • Analyzes the impact of alcohol use on physical, intellectual, emotional, spiritual, and social development critically. 1e • Analyzes influences on decisions about illicit drug use critically. 1e • Analyzes variable influences related to the potential physical effects of licit and illicit drugs critically. 1e 	<ul style="list-style-type: none"> • Communicates actions that should be taken to manage the leadership development initiative competently. III (3a) • Communicates intrapersonally about each phase of the selected leadership development design, implementation, and evaluation competently. III (3a)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE3 Communications, Cont.</p>			<ul style="list-style-type: none"> • Communicates intrapersonally about the importance of early detection of lumps that might potentially be related to cancer competently. 1f • Communicates strategies that can influence peers to express needs, wants, and feelings and to use refusal, negotiation, and collaboration skills to avoid unprotected sex. competently. 1f 	
<p>HE4 HEALTHFUL CHOICES</p> <p>The student demonstrates the ability to self manage by thinking then choosing behaviors that promote health and reduce risks.</p> <p>4a Application of Thinking Skills (TS)</p> <p>4b Self-management (SM)</p> <p>4c Advocacy (AV)</p>	<ul style="list-style-type: none"> • Makes specific and clear decision statements related to health care products and services based on a health and wellness ethic. 1a • Advocates for harmony in society and the environment with conviction and accurate supporting reasons. 1a 	<ul style="list-style-type: none"> • Advocates for disaster preparedness with conviction and accurate supporting reasons. 1b • Conceives positive strategies for avoiding interpersonal conflict creatively, accurately, and safely. 1b • Conceives strategies for enhancing personal safety related to sexual abuse or assault creatively, accurately, and safely. 1b 	<ul style="list-style-type: none"> • Uses inductive reasoning, based on a health and wellness ethic, to conclude that music that is listened to too often too loud, or too long can impact hearing. 1a • Advocates for reducing environmental health risks with conviction and accurate supporting reasons. 1a 	<ul style="list-style-type: none"> • Advocates for promoting health or reducing risks in presenting research data with conviction and accurate supporting reasons. IIA (4c) • Uses inductive reasoning, based on a health and wellness ethic, to generate research conclusions efficiently. IIA (4a)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE4 Healthful Choices, Cont.	<ul style="list-style-type: none"> • Applies analogical reasoning related to reducing the risks of injury caused by carrying or using a weapon based on a health and wellness ethic. 1a • Simulates a demonstration of first aid skills for treating strains and sprains completely, accurately, and safely. 1b • Simulates a demonstration of effective stress management techniques completely, accurately, and healthfully. 1d • Advocates for seeking help for depression with conviction and accurate supporting reasons. 1d 	<ul style="list-style-type: none"> • Advocates for safety and accident prevention when on the move with conviction and accurate supporting reasons. 1b • Simulates a demonstration of first aid skills used in responding to emergency injury or sudden illness completely, accurately, and safely. 1b • Simulates a demonstration of first aid skills for applying bandages completely, accurately, and safely. 1b • Conceives strategies for treating symptoms of illness with natural, non-chemical responses creatively, accurately, and healthfully. 1e • Promotes healthful choices related to behaviors that place one at risk for HIV or other STD infection with conviction and accurate supporting reasons. 1f 	<ul style="list-style-type: none"> • Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills needed in careers related to health and wellness. 1a • Simulates demonstrating safety on the move completely and accurately (use of automobile seat belts and bicycle and motorcycle use). 1b • Conceives strategies for safely avoiding and preventing violence creatively and accurately. 1b • Advocates for not riding with an impaired driver or not driving under the influence of alcohol or other drugs with conviction and supporting reasons. 1b • Conceives strategies for preventing, and/or reporting sexual assault and/or date/acquaintance rape creatively and accurately. 1b 	<ul style="list-style-type: none"> • Provides evaluative feedback to class peers that addresses the quality of their research project's design, implementation, and findings critically and competently. II (4a) • Conducts a self-evaluation of the research project's design, implementation, and findings critically, competently, and based on a health and wellness ethic. II (4a) • Advocates for promoting health or reducing risks in the leadership development initiative's presentation with documentation, conviction and accurate supporting reasons. III (4c)

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE4 Healthful Choices, Cont.</p>	<ul style="list-style-type: none"> • Conducts evaluation research on the short- and long-term effects and legal, family, school, and social issues related to alcohol, tobacco, and other illicit drug use critically and competently. 1e • Develops personal goal statements that establish targeted goals with a reward plan for reaching each targeted goal related to choices about alcohol, tobacco, and other illicit drug use clearly and realistically. 1e • Advocates for making a personal commitment not to use alcohol, tobacco, and other illicit drugs with conviction and with accurate supporting reasons. 1e • Makes specific and clear decision statements related to pregnancy prevention based on a health and wellness ethic. 1f 		<ul style="list-style-type: none"> • Simulates a demonstration of first aid skills for intervening with early symptoms of heart attack or stroke, respiratory emergencies, wound identification and care, musculoskeletal injury identification and care, burn identification and care, and shock assessment and care completely, accurately, and safely. 1b • Simulates a demonstration of cardiopulmonary resuscitation (CPR) (pending availability of appropriate time and resources). 1b • Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to safety and emergency medical services. 1b 	<ul style="list-style-type: none"> • Uses inductive reasoning, based on a health and wellness ethic, to summarize achievement of leadership development initiative outcomes. II (4a) • Provides evaluative feedback to class peers that addresses the quality of their leadership development project's design, implementation, and findings critically and competently. II (4a) • Conducts a self-evaluation of their leadership development project's design, implementation, and findings critically, competently, and based on a health and wellness ethic. II (4a)

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Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE4 Healthful Choices, Cont.</p>	<ul style="list-style-type: none"> • Simulates a demonstration of respect for individuals' romantic and sexual limits completely, accurately, and healthfully. 1f 		<ul style="list-style-type: none"> • Simulates a demonstration of at least three stress management techniques completely, accurately, and healthfully (talking to someone about the stressor, exercise and physical activity, deep breathing, listening to soothing music, relaxation techniques, building support systems, and personal introspection). 1d • Evaluates personal coping strategies that address parent deployments, living overseas, and/or military related community life critically and competently. 1d • Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in occupations related to mental health. 1d 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
HE4 Healthful Choices, Cont.			<ul style="list-style-type: none"> • Makes specific and clear decision statements related to driving while intoxicated based on a health and wellness ethic. 1e • Simulates a demonstration of avoidance strategies related to riding with a drinking or drugged driver and intervention techniques that may be employed to prevent someone from driving while intoxicated with alcohol or other drugs completely, accurately, and safely. 1e • Simulates demonstrations that portray resisting pressure to use alcohol when underage or to use tobacco or other illicit drugs completely, accurately, and safely. 1e • Advocates for a tobacco-free community with conviction and accurate supporting reasons. 1e 	

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
<p>HE4 Healthful Choices, Cont.</p>			<ul style="list-style-type: none"> • Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in careers related to the prevention, intervention, and treatment of chemical dependency and the pharmaceutical field accurately. 1e • Demonstrates using simulation the ability to detect lumps that might potentially be related to cancer (females undergoing breast self-examination [BSE] or males undergoing testicular self-examination [TSE] simulations) completely, accurately, and healthfully. 1f • Demonstrates the ability to display healthful interactive relationships with others confidently and respectfully. 1f 	<p>1</p>

Standard	Grade 7 Performance Descriptions	Grade 8 Performance Descriptions	Health Education I Performance Descriptions	Health Education II & III Performance Descriptions
			<ul style="list-style-type: none"> • Conducts evaluation research on the options and consequences of healthful romantic and sexual attitudes and behavior critically, competently, and based on a health and wellness ethic. 1f • Makes specified, clear decision statements related to risks of HIV or other STD infection based on a health and wellness ethic. 1f • Uses inductive reasoning, based on a health and wellness ethic, to conclude whether a match exists between personal interests and skills and those skills needed in occupations related to family life and human sexuality accurately. 1f 	

CURRICULUM INTEGRATION AND HEALTH EDUCATION

Overview

Curriculum integration initiatives that connect the concepts and skills of health education to those in other subject areas engage learners for longer periods of time and facilitate meaningful learning. They also provide students with a broader picture of health education and its relationship to the concepts and skills they already know or have learned in other subject areas. The following charts depict the many health education concept and skill links to DoDEA English language arts, home economics, mathematics, physical education, science, and social studies standards.

Integrating Health Education Concepts and Skills with English Language Arts Standards

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLHS
Reading	X	X	X	X	X	X
Writing	X	X	X	X	X	X
Speaking, Listening, and Viewing	X	X	X	X	X	X
The English Language	X	X	X	X	X	X
Literature	X	X	X	X	X	X
Accessing and Processing Information	X	X	X	X	X	X

PCH—Personal and Community Health **1a**
 SFTY—Safety **1b**
 NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**
 ATOD—Alcohol, Tobacco, and Other Drugs **1e**
 FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Reading	X	X					
Writing	X			X	X		X
Speaking, Listening, and Viewing	X						
The English Language	X	X	X	X	X	X	X
Literature	X			X	X	X	X
Accessing and Processing Information	X	X			X		X

HPRR—Health Promotion
 and Risk Reduction Concepts **1a-f**
 IL— Health Information Literacy **2a**
 IC— Intrapersonal and Interpersonal Communications **3a**
 INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**
 SM — Self-management **4b**
 AV—Advocacy **4c**

Integrating Health Education Content and Skills with Home Economics Standards*

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLSH
Relationships				X	X	X
Content Conceptualization *	X	X	X	X	X	X
Problem Solving	X	X	X	X	X	X
Careers	X	X	X	X	X	X
Technology	X	X	X	X	X	X
Diversity	X	X	X	X		X
Interdisciplinary Connections	X	X	X	X	X	X

PCH—Personal and Community Health **1a**
SFTY—Safety **1b**
NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**
ATOD—Alcohol, Tobacco, and Other Drugs **1e**
FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Relationships	X	X	X	X	X	X	
Content Conceptualization *	X	X	X		X		X
Problem Solving	X	X	X	X	X		
Careers	X	X	X		X	X	
Technology	X	X	X	X		X	
Diversity	X	X	X	X		X	
Interdisciplinary Connections	X	X	X	X	X	X	X

HPRR—Health Promotion
and Risk Reduction Concepts **1a-f**
IL— Health Information Literacy **2a**
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INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**
SM — Self-management **4b**
AV—Advocacy **4c**

* Note: In some school systems, universities, and professional associations, home economics is now being referred to as “family and consumer sciences.” In this subject, students are taught to conceptualize their understanding of resource management, living environment, human development (child and adult), nutrition and food, and textile related issues.

Integrating Health Education Content and Skills with Mathematics Standards

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLHS
Mathematics As Problem Solving	X	X	X	X	X	X
Mathematics As Communication	X		X		X	X
Mathematics As Reasoning			X	X		X
Mathematical Connections	X	X	X	X	X	X
Computations and Estimations			X			X
Number Sense, Operations, Relationships	X		X		X	X
Patterns, Relationships, and Functions	X	X	X		X	X
Probability and Statistics	X		X		X	
Geometry						
Measurement	X	X	X		X	
Algebra	X					

PCH—Personal and Community Health **1a**
SFTY—Safety **1b**
NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**
ATOD—Alcohol, Tobacco, and Other Drugs **1e**
FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Mathematics As Problem Solving	X		X		X	X	X
Mathematics As Communication	X		X		X		X
Mathematics As Reasoning	X		X		X		X
Mathematical Connections	X		X		X		X
Computations and Estimations	X		X		X		
Number Sense, Operations, Relationships	X	X	X		X		X
Patterns, Relationships, and Functions	X	X	X		X		X
Probability and Statistics	X	X	X	X	X		X
Geometry	X				X		
Measurement	X		X		X		X
Algebra	X	X	X		X		X

HPRR—Health Promotion
and Risk Reduction Concepts **1a-f**
IL— Health Information Literacy **2a**
IC— Intrapersonal and Interpersonal Communications **3a**
INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**
SM — Self-management **4b**
AV—Advocacy **4c**

Integrating Health Education Content and Skills with Physical Education Standards

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLSH
Movement Concepts, Attitudes, and Skills	X	X			X	
Physical Activity and Fitness Concepts, Attitudes, and Skills	X	X	X			
Responsible Personal and Social Development	X	X		X	X	X

PCH—Personal and Community Health **1a**

SFTY—Safety **1b**

NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**

ATOD—Alcohol, Tobacco, and Other Drugs **1e**

FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Movement Concepts, Attitudes, and Skills		X		X	X	X	X
Physical Activity and Fitness Concepts, Attitudes and Skills	X	X	X	X	X	X	X
Responsible Personal and Social Behavior	X		X	X	X	X	X

HPRR—Health Promotion

and Risk Reduction Concepts **1a-f**

IL— Health Information Literacy **2a**

IC— Intrapersonal and Interpersonal Communications **3a**

INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**

SM — Self-management **4b**

AV—Advocacy **4c**

Integrating Health Education Content and Skills with Science Standards

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLSH
Inquiry Skills	X	X	X	X	X	X
Physical Science						
Life Science	X		X	X		X
Earth and Space Science						
Science and Technology	X	X	X	X	X	X
Science: Personal and Social Perspectives	X	X	X	X	X	X
History and Nature of Science	X	X	X	X	X	X

PCH—Personal and Community Health **1a**

SFTY—Safety **1b**

NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**

ATOD—Alcohol, Tobacco, and Other Drugs **1e**

FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Inquiry Skills	X	X	X		X		X
Physical Science	X						
Life Science	X	X	X	X	X		X
Earth and Space Science	X						
Science and Technology	X	X		X	X		
Science: Personal and Social Perspectives	X	X		X	X	X	
History and Nature of Science	X	X	X		X		

HPRR—Health Promotion
and Risk Reduction Concepts **1a-f**

IL— Health Information Literacy **2a**

IC— Intrapersonal and Interpersonal Communications **3a**

INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**

SM — Self-management **4b**

AV—Advocacy **4c**

Integrating Health Education Concepts and Skills with Social Studies Standards

PRESCHOOL–GRADE 12	PCH	SFTY	NPA	MH	ATOD	FLHS
Citizenship				X		X
Culture	X		X	X		
Time, Continuity, and Change	X				X	
Space and Place	X					
Individual Development and Identity		X	X	X	X	X
Individuals, Groups, and Institutions	X	X				
Production, Distribution, Consumption	X					
Power, Authority, and Governance	X				X	
Science, Technology, and Society	X	X				
Global Connections	X		X			

PCH—Personal and Community Health **1a**
 SFTY—Safety **1b**
 NPA —Nutrition and Physical Activity **1c**

MH—Mental Health **1d**
 ATOD—Alcohol, Tobacco, and Other Drugs **1e**
 FLHS—Family Life Human Sexuality **1f**

PRESCHOOL–GRADE 12	HPRR	IL	IC	INF	TS	SM	AV
Citizenship	X	X	X	X	X	X	
Culture	X			X		X	
Time, Continuity, and Change	X	X		X	X		
Space and Place	X	X			X		X
Individual Development and Identity	X		X	X		X	
Individuals, Groups, and Institutions	X		X	X			
Production, Distribution, Consumption	X	X		X	X		X
Power, Authority, and Governance	X	X	X		X		
Science, Technology, and Society	X	X		X			
Global Connections	X	X			X		X

HPRR—Health Promotion
 and Risk Reduction Concepts **1a-f**
 IL— Health Information Literacy **2a**
 IC— Intrapersonal and Interpersonal Communications **3a**
 INF— Analysis of Internal and External Influences **3b**

TS—Thinking Skills Applications **4a**
 SM — Self-management **4b**
 AV—Advocacy **4c**

PROGRAM INTEGRATION INTO HEALTH EDUCATION

Opportunities for Program Infusion into Health Education

<u>Concept Areas</u>	Career Education	Service Learning	Technology	Guidance Services	Health Services
Personal and Community Health 1a	X	X	X	X	X
Safety 1b	X	X	X	X	X
Nutrition and Physical Activity 1c	X	X	X		X
Mental Health 1d	X	X	X	X	X
Alcohol, Tobacco, & Other Drugs 1e	X	X	X	X	X
Family Life & Human Sexuality 1f	X	X	X	X	X

Skill Areas

Conceptualizing Disease Prevention & Health Promotion 1a-f		X		X	X
Accessing Information 2a	X	X	X	X	X
Communicating Intra- & Interpersonally 3a	X	X		X	X
Analyzing Internal & External Influences 3b	X	X		X	X
Applying Thinking Skills 4a	X	X		X	X
Managing Self 4b		X		X	X
Advocating for Health and Wellness 4c		X	X	X	X

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THINKING SKILLS APPLICATION IN HEALTH EDUCATION

The teaching of, for, and about thinking is an essential component of schooling; it is the essence of intelligent behavior. Thinking can be improved through explicit instruction in health education and in all other subject areas in all grade levels. Thinking enhances students' cognitive, affective, and psychomotor development and involves the interaction of health education concepts with process. In an age in which we are bombarded daily with new information about our health and wellness, students must learn to apply thinking skills and processes in order to deal with reducing their risks and promoting their health. The Association for Supervision and Curriculum Development framework for critical and creative thinking, *Dimensions of Learning*, differentiates among the teaching of thinking, teaching for thinking, and teaching about thinking (metacognition), as follows:

- **Teaching OF Thinking** emphasizes explicit instruction in thinking skills, usually identified, directly taught, and consciously applied in English language arts, social studies, science, or mathematics classes;
- **Teaching FOR Thinking** includes those strategies, techniques, curriculum materials, and student activities which engage thinking. This approach provides students with opportunities to practice and “exercise” thinking skills and should be used extensively in health education classrooms. **HE1** focuses on conceptualization. In the **HE4a** skills development area of this curriculum, categorizing; problem solving; reasoning (inductive, deductive, and analogical); decision-making; goal setting, evaluation, and creatively expressing self are the identified thinking skill applications to be emphasized.
- **Teaching ABOUT Thinking** promotes students' awareness of their thinking processes as they perform certain tasks (metacognition) so that they can use that awareness to consciously direct what they are doing. One can often hear teachers asking students to “unpack their thinking process.”

The following list identifies a sampling of teaching strategies and techniques that foster the development of thinking skills. These should be presented in a nonjudgmental, student-centered environment in which the health education teacher acts as a facilitator of learning and encourages students to take chances while participating in instructional activities. To foster the application of thinking skills in health education, teachers should:

- provide opportunities for cooperative learning (think-pair-share, jigsaw, roundtable, etc.);
- provide opportunities for metacognition (think logs/journals, think alouds, portfolio development, teacher modeling, etc.);
- promote inductive, deductive, and analogical reasoning (extended metaphor, scientific method, mathematical proofs, shared inquiry discussion, etc.);
- frequently use effective questioning techniques (Bloom's taxonomy, probing, questioning cues, every-pupil-response, think time/wait time, etc.);
- promote creativity (“what if...” scenarios, synetics [metaphorical thinking],

- brainstorming, inventing, etc.);
- promote thinking visibility in the health education classroom (journals, glyphs, visual organizers, think-links, mind-maps, etc.);
 - use multiple modalities (concept development from the concrete to the abstract, addressing a variety of multiple intelligences, manipulatives, learning styles, etc.);
 - teach for transfer (other health education related applications, integrated curriculum, instructional connections to real life situations, etc.);
 - provide a rich variety of resources (computer software, scientific probes, field trips, mentors, speakers, etc.);
 - promote independent thinking (student self-assessment, peer critique, creative production, student generated criteria for evaluation, etc.).

EFFECTIVE HEALTH EDUCATION TEACHING METHODS

Diverse Health Education Teaching Methods*

Focus	Purpose	Teaching Method
Health consciousness	Raising awareness	Cooperative learning Lectures Mass media Displays and exhibitions
Attitudinal change	Developing a health and wellness related ethic	Cooperative learning Ranking Role playing Simulations Thinking skill(s) applications: – conceptualizing – categorizing – decision making – problem solving – reasoning ◇ inductive reasoning ◇ deductive reasoning ◇ analogical reasoning – evaluating – creatively expressing self Journal
Knowledge	Understanding specific information	Lectures One-on-one teaching Displays Exhibitions Written material
Behavioral change	Implementing a decision	Cooperative learning Self monitoring Identifying costs and benefits Setting goals, implementing actions, evaluating progress, and rewarding achievement Devising coping strategies Self-help groups
Social action	Changing the environment to facilitate healthy behaviors	All above strategies plus: lobbying focus groups collective health actions

* Source: Gilbert and Sawyer, *Health Education Pedagogy*, (modified and used with permission).

Variables in Health Education Teaching Methods*

The following chart identifies different instructional methods that the health education teacher might use to provide varied instruction dependent on the topic and student need.

METHOD	Cognitive Objective	Affective Objective	Psychomotor Objective	Time Req. Minutes	Ages/ Years
Get Acquainted Activities	X	P	P	15+	All
AV - Audio Tapes	X	P	P	15+	All
AV - Videos/Films	X	P	P	15+	All
Brainstorming	X			20+	All
Cartoons	P	P		5+	All
Computer Assisted Instruction	X	P		30+	10+
Cooperative Learning	P	P	P	30+	All
Debates	P	P		30+	All
Displays/Bulletin Boards	X			30+	All
Educational Games	X			20+	All
Experiments and Demonstrations	X		X	30+	All
Field Trips		P		60+	All
Guest Speakers	X	P		30+	All
Lecture	X			5+	All
Mass Media	X			5+	All
Models	X		P	5+	All
Music	P	X		5+	All
Newsletters (all readers)	X			120+	All
Panels	P	X		30+	All
Peer Education	P	X		120+	All
Personal Involvement Projects		X	P	600+	10+
Problem Solving	P	P		30+	All
Puppets	X	X		30+	All
Role Plays		X	P	30+	10+
Self Appraisals		X		15+	10+
Simulations	X	X	X	30+	10+
Word Games & Puzzles (readers)	X			10+	10+

X = Yes, common use

P = Possible use

Blank = Uncommon use

*Source: Semmett, *Promoting Health: A Practical Guide to Health Education*, (modified and used with permission).

LINKS TO THE **www** WORLDS OF HEALTH AND EDUCATION *

National Organizations

Advocates for Youth (AFY)	www.advocatesforyouth.org/support.htm
American Academy of Pediatrics (AAP)	www.aap.org
American Association for Active Lifestyles & Fitness (AAALF)	www.aahperd.org
Association for Health Education (AAHE)	www.aahperd.org/aahe/aahe-programs.html
American Cancer Society (ACS)	www.cancer.org
American College of Sports Medicine (ACSM)	www.acsm.org
American Dietetic Association (ADA)	www.eatright.org
American Federation of Teachers (AFT)	www.aft.org
American Psychological Association (APA)	www.apa.org
American Public Health Association (APHA)	www.apha.org
American Red Cross (ARC)	www.redcross.org
American School Counselor Association (ASCA)	www.schoolcounselor.org
American School Food Service Association (ASFSA)	www.asfsa.org
Association for Supervision & Curriculum Development (ASCD)	www.ascd.org
Association of Maternal & Child Health Programs (AMCHP)	www.amchpl.org
Assn of State & Terr Chronic Disease Program Dirs (ASTCDPD)	www.astcdpd.org
Assn of State & Terr Dirs of Health Promo & Public Health Educ (ASTDHPPE)	www.astdhpphe.org
Assn of State and Territorial Health Officials (ASTHO)	www.astho.org/prevention/adolescent.html
Comprehensive Health Education Foundation (CHEF)	www.chef.org/curricl.htm
The Council for Exceptional Children (CEC)	www.cec.sped.org
Council of the Great City Schools (CGCS)	www.cgcs.org
Education Development Center (EDC)	www.edc.org
Education, Training, and Research Associates (ETR)	www.etr.org/program/index.html
Girls Incorporated	www.girlsinc.org
HealthTeacher	www.healthteacher.com
National Association for Sport and Physical Education (NASPE)	www.aahperd.org
National Association of Community Health Centers (NACHC)	www.nachc.com
National Assn of County & City Health Officials (NACCHO)	www.naccho.org
National Association of Elementary School Principals (NAESP)	www.naesp.org
National Assn of Governor's Councils on Phys Fitness & Sports	www.fitnesslink.com
National Association of School Nurses (NASN)	www.nasn.org
National Association of School Psychologists (NASP)	www.naspeweb.org
National Association of Secondary School Principals (NASSP)	www.nassp.org
National Association of Social Workers (NASW)	www.naswdc.org
National Assn of State & Territorial AIDS Directors (NASTAD)	www.nastad.org/programs.htm
National Assn of State Boards of Education (NASBE)	www.nasbe.org/projectsbody.htm
National Center for Health Education (NCHE)	www.nche.org/ghfinalpg/ghhome.html
National Coalition for Parent Involvement in Education (NCPPIE)	www.ncpie.org
National Education Association (NEA)	www.nea.org/school
National Federation of State High School Associations	www.nfhs.org
National Middle School Association (NMSA)	www.nmsa.org
National Minority Aids Council (NMAC)	www.nmac.org

* Special recognition is given to the Society of State Directors of Health, Physical Education, and Recreation, AAHPERD, for developing and sharing this *www* list.

National Organizations (continued)

National PTA (PTA)	www.pta.org/programs/hivlibr.htm
National Safety Council (NSC)	www.nsc.org
National School Boards Association (NSBA)	www.nsba.org
National Wellness Association (NWA)	www.wellnessnwi.org
National Youth Advocacy Coalition (NYAC)	www.nyacyouth.org/programs.htm
Public Risk Management Association	www.primacentral.org
Society for Adolescent Medicine (SAM)	www.adolescenthealth.org
Society for Public Health Education (SOPHE)	www.sophe.org
Society of State Dirs of Health, Phys Ed and Rec (SSDHPER)	www.thesociety.org
Wellness Councils of America (WELL-COA)	www.welcoa.org

Federal Agencies

Centers for Disease Control and Prevention (CDC)	www.cdc.gov
CDC Division of Adolescent and School Health	www.cdc.gov/nccdphp/dash/index.htm
CDC Division of HIV/AIDS Prevention	www.cdc.gov/nchstp/hiv_aids/dhap.htm
CDC Division of Nutrition and Physical Activity	www.cdc.gov/nccdphp/dnpa
CDC Natl Center for Chronic Disease Prev & Health Promo	www.cdc.gov/nccdphp
CDC Morbidity and Mortality Weekly Report (MMWR)	www.cdc.gov/mmwr
CDC Youth Risk Behavior Surveillance System	www.cdc.gov/nccdphp/youthris/htm
DHHS Office of Disease Prevention and Health Promotion	http://odphp.osophs.dhhs.gov
DHHS Partnerships Conference	http://odphp.osophs.dhhs.gov/confnce/partnr98
Environmental Health Policy Committee	http://web.health.gov/environment
Families and Children	www.hss.gov/families
Healthfinder	www.healthfinder.gov
DHHS Healthy People 2000	http://odphp.osophs.dhhs.gov/pubs/hp2000
Healthy People 2010 Home Page	http://web.health.gov/healthypeople
HHS Partner Gateway	www.hhs.gov/partner
National Heart, Lung and Blood Institute	www.nhlbi.nih.gov/index.htm
National Health Information Center	http://nhic-nt.health.org
Public Health Functions Project	http://web.health.gov/phfunctions
Safe and Drug Free Schools and Communities Program	www.ed.gov/offices/oese/sdfs
Science Panel on Interactive Communication and Health	www.scipich.org
US Department of Education	www.ed.gov/index.html
US State and Local Government Gateway Health	www.hhs.gov/state/local

ADOPTED INSTRUCTIONAL MATERIALS

Grade Prekindergarten through Grade 6

Health Education

Harcourt Brace, Inc.

Your Health

Family Life and Human Sexuality Education

Harcourt Brace, Inc.

Your Health (included in the program materials)

HIV/AIDS Education

Harcourt Brace, Inc.

Your Health (included in the program materials)

Drug Education

D.A.R.E. America, *D.A.R.E. To Resist Drugs and Violence*

Grade 7 and Grade 8

Health Education

The McGraw-Hill Companies

Grade 7 - *Teen Health Course 2*

Grade 8 – *Teen Health Course 3*

Family Life and Human Sexuality

The McGraw-Hill Companies

Teen Health (included in the program materials)

HIV/AIDS Education

The McGraw-Hill Companies

Teen Health (included in the program materials)

Drug Education

D.A.R.E. America, *D.A.R.E. To Be Safe and Free From Violence*

Health Education I (grades 9-12)

Health Education

The McGraw-Hill Companies

Glencoe Health

Family Life and Human Sexuality

The McGraw-Hill Companies

Glencoe Health (included in the program materials)

HIV/AIDS Education

The McGraw-Hill Companies

Glencoe Health (included in the program materials)

Drug Education

The McGraw-Hill Companies

Glencoe Health (included in the program materials)

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DEVELOPING PERFORMANCE TASKS

What is a Performance Task ?

A performance task is an assignment or directions that may be given at any time during a unit of instruction asking students to demonstrate their level of proficiency in applying health education concepts and skills that have been taught. A task might be a question on a test, a culminating project, an assignment, or verbal instructions. A performance task includes a description of: (1) the concept and skill(s) standards as they would be applied in the context of an authentic health-related situation, (2) the problem or problems to be solved, (3) the evaluative criteria or level of knowledge and skill application that will provide evidence of the students' achievement, and (4) ideas for ways that students might present their work.

Using Rubrics to Assess Performance Tasks

There are multiple strategies for assessing student performance. Among the many are performance tasks. A rubric scoring scale with a specific scoring guide can be used for judging the quality of students' responses to performance tasks. The students' work will show an ability and degree of proficiency in applying the concept and skill(s) as prescribed by the task. A rubric score for concepts and one for skill(s) communicates the quality of knowledge and skill(s) represented by the students' work. It also provides specific diagnostic information to the student, teacher, and parents on the students' progress toward achievement of standard setting work. The evaluative criteria for achieving the concept and skill(s) standards need to be clearly defined and communicated to the student in the performance task description.

Using Performance Tasks as the Starting Point for Planning Successful Instruction

Given the targeted knowledge and skill(s) of the performance task and the evaluative criteria that is desired a list of concept and skill(s) instructional suggestions can be generated. The teaching and learning experiences that will equip the students with what they need to know and be able to do at the level of knowledge and skill set forth in the performance task evaluative criteria become the basis for planning instruction. The criteria also become the basis for scoring students' work and for diagnosing the continuing instructional needs of the students.

SAMPLE TEMPLATE FOR INSTRUCTIONAL PLANNING

Standard(s):

Topic:

Important Understandings for Students: (What are the key understandings in this lesson for the students, the big ideas?)

Essential Questions: (What questions will “grab” students and motivate them to pursue this study?)

Knowledge: (What must students know? This may be combined with skills and stated as essential questions.)

Skills: (What must students be able to do? May be combined with knowledge and stated as essential questions.)

Authentic Assessment - Evidence (What will students do to demonstrate this knowledge and these skills?)

Assessing Prior Knowledge and experiences to make connections: (How will I determine what the students already know and can do?)

Learning Activities: (What activities will be planned; what instructional strategies and resources will be used to help students perform well on the assessment(s)?)

Potential Accommodations: (What changes might I make to accommodate my students' unique learning needs?)

Follow-up and/or Assignments: (What are the necessary assignments? What additional activities might I use for remediation or extension?)

Reflections on Lesson, Notes: (How will you encourage students to reflect on the lesson, their thinking processes and the content learned?)

DODEA RUBRICS AND SCORING*

The DoDEA health education performance standards are two dimensional, relating to both conceptualization and knowledge of health information and the skills that students need to achieve health literacy. DoDEA health education scoring rubrics are aligned with the DoDEA health education performance standards. Students should have a clear understanding of the concept(s) and skill(s) rubrics for teacher, peer, or self use when scoring their performances, portfolios, and/or products. When using rubric scales, the quality of student work may range from one (which is low, with little or no accurate information and/or skill proficiency) to four (with comprehensive and accurate information, showing relationships and conclusions and evidence of the ability to apply skills). Five points would be above the standard and used for scoring student work that exceeds proficiency with the formulation of a unique and complex conclusion and/or response. On the following five point scale (1→5), four points denotes the “standard setting” score.

DoDEA Health Education Rubric Scales

CONCEPTS	SKILLS
<p>5 The response analyzes the relationship of health education concepts to wellness; is supported by comprehensive and accurate information; and exceeds proficiency through formation of a unique and complex response that involves planning, forethought, and conclusions about health education concepts and wellness.</p>	<p>5 The response shows evidence of the ability to apply health education skills and exceeds proficiency through the formation of a unique and complex response that involves planning and forethought.</p>
<p>4 The response focuses on the relationship of health education concepts to wellness; is supported by comprehensive and accurate information; and draws conclusions about the health education concepts and wellness.</p>	<p>4 The response shows evidence of the ability to apply health education skills, is complete, and contains no inaccuracies.</p>
<p>3 The response shows relationships between two or more health education concepts and includes breadth of information, but may contain inaccuracies.</p>	<p>3 The response shows application of health education skills and may be complete, but may contain minor inaccuracies.</p>
<p>2 The response shows limited understanding of the information presented on the health education concept(s) and contains inaccuracies or is incomplete.</p>	<p>2 The response shows limits in the application of health education skill(s) and contains inaccuracies or is incomplete.</p>
<p>1 The response addresses the assigned task but provides little or no accurate information about health education concept(s).</p>	<p>1 The response shows little or no application of health education skill(s).</p>

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

DoDEA HE1 - Health Education Concept(s) Scoring Rubric*

The health education concept(s) scoring rubric is used to assess a student's ability to synthesize health promotion and/or risk reduction concepts. This scoring rubric aligns with the following health education performance standards.

- | | |
|---|--|
| 1a Personal and Community Health (PCH) | 1d Mental Health (MH) |
| 1b Safety (SFTY) | 1e Alcohol, Tobacco, and Other Drugs (ATOD) |
| 1c Nutrition and Physical Activity (NPA) | 1f Family Life and Human Sexuality (FLHS) |

Concept(s) Cues

- Information is accurate.
- Information is comprehensive in identifying critical elements of each concept.
- The relationship of concept(s) to health promotion and/or risk reduction is identified.
- A conclusion about the relationship of concept(s) to health promotion and/or risk reduction is drawn.

Rubric Scoring Examples: HE I-Health Education Concept(s)

- 5** ÿ synthesizes and evaluates the relationship of concept(s) to health promotion and/or risk reduction;
ÿ is supported by comprehensive and accurate information and conceptualization;
ÿ exceeds proficiency through the formation of a unique and complex response;
ÿ draws conclusions about the concept(s) related to health promotion and/or risk reduction.
- 4** ÿ relates concept(s) to health promotion and risk reduction;
ÿ is supported by comprehensive and accurate information and conceptualization;
ÿ draws conclusions about the concept(s) related to health promotion and/or risk reduction.
- 3** ÿ shows relationships between two or more concepts;
ÿ includes extensive information and conceptualization;
ÿ may contain inaccuracies.
- 2** ÿ shows limited information and conceptualization;
ÿ contains inaccuracies or is incomplete.
- 1** ÿ addresses the assigned task;
ÿ provides little or no accurate information and conceptualization related to health promotion and/or risk reduction.

DoDEA HE2 – Health Information Literacy Skill(s) Scoring Rubric*

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

The health information literacy skill(s) scoring rubric is used to assess a student’s ability to develop health information literacy skills. This scoring rubric aligns with health education performance standard **2a** - Information Literacy (**IL**).

Skill(s) Cues

- Specific sources of information are accessed and/or cited efficiently.
- Reasons for needing to access information are provided.
- Information is evaluated critically and competently.
- Information is used accurately and creatively.
- Information related to personal interests is pursued.
- The ability to access appropriate community resources to meet specific needs is demonstrated.
- Excellence in information seeking and knowledge generation is evident.
- Participation in groups to pursue and generate information effectively is evident.

Rubric Scoring Examples: HE2 - Health Information Literacy Skill(s)

- 5** *ÿ* shows evidence of the ability to apply the selected information literacy skill(s) efficiently;
 ÿ exceeds proficiency through the formation of a unique and complex response;
 ÿ involves planning and forethought.
- 4** *ÿ* shows evidence of the ability to apply the selected information literacy skill(s) efficiently;
 ÿ is complete;
 ÿ accesses and cites sources efficiently.
- 3** *ÿ* shows development in the application of the selected information literacy skill(s);
 ÿ may be complete;
 ÿ accesses and cites sources efficiently.
- 2** *ÿ* shows limits in the application of the selected information literacy skill(s);
 ÿ source identification has errors or is incomplete.
- 1** *ÿ* shows little or no application of the selected information literacy skills;
 ÿ no source cited.

Note: One or more “selected” information literacy skills listed under the *Skill(s) Cues* should be used with this scoring rubric.

DoDEA HE3 – Health Communications Skill(s) Scoring Rubric: 3a*

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

The health communications skill(s) scoring rubric is used to assess a student’s application of effective intrapersonal and interpersonal communications skill(s). This scoring rubric aligns with health education performance standard **3a** – Intrapersonal and Interpersonal Communication (**IC**).

Skill(s) Cues

- Communicates intrapersonally (think, journal, imagine, etc.) about personal, family, and/or community health-related issues competently. ◇ body language / eye contact.
- Interaction(s) among individuals is demonstrated completely, accurately, and healthfully. ◇ Refusal strategies are communicated competently.
- Message tactics and strategies are communicated competently. ◇ clear “no” statement;
- ◇ clear, organized ideas or beliefs; ◇ walk away;
- ◇ use of “I” message; ◇ provide a reason;
- ◇ tone - respectful vs. aggressive or confrontational; ◇ delay, change the subject;
- ◇ broken record;
- ◇ provide an excuse;
- ◇ put it off;
- ◇ body language

Rubric Scoring Examples: HE3a – Intrapersonal and Interpersonal Communication Skill(s)

- 5** ÿ demonstrates use of an appropriate communication skill(s) completely, accurately, and healthfully;
 ÿ exceeds proficiency through the formation of a unique and complex response;
 ÿ involves planning and forethought.
- 4** ÿ demonstrates use of an appropriate communication skill(s) completely, accurately, and healthfully;
 ÿ communicates effectively on both sides (interpersonal) or by oneself (intrapersonal);
 ÿ tone is very respectful.
- 3** ÿ demonstrates use of an appropriate communication skill(s);
 ÿ tone is respectful.
- 2** ÿ shows limits in using appropriate communication skill(s);
 ÿ tone may be disrespectful.
- 1** ÿ shows little or no evidence of ability to communicate (may be incomplete, inaccurate, or not healthful);
 ÿ is disorganized.

DoDEA HE3 – Health Influences Skill(s) Scoring Rubric: 3b*

The health influences skill(s) scoring rubric is used to assess a student’s ability to analyze the influences of the family, peers, laws, culture, media, technology, and other factors on

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.
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health and wellness. This scoring rubric aligns with health education performance standard **3b** – Analysis of Internal and External Influences (**INF**).

Skill(s) Cues

- A variety of internal influences are analyzed critically.
 - ◇ desires;
 - ◇ fears;
 - ◇ likes and dislikes;
 - ◇ interests;
 - ◇ curiosity.
- A variety of external influences are analyzed critically.
 - ◇ family;
- ◇ peers;
- ◇ laws;
- ◇ culture (ethnic, gender, geographic, societal, etc.);
- ◇ media;
- ◇ technology;
- ◇ other factors.
- Interrelationship and complexities of influences are addressed.

Rubric Scoring Examples: HE3b – Analysis of Internal and External Influences

- 5** ÿ appreciates the complexity of influences;
 ÿ analyzes influences critically;
 ÿ evaluates influences critically and competently;
 ÿ forms a unique and complex response to the analysis and evaluation of influences;
 ÿ involves planning and forethought.
- 4** ÿ appreciates the complexity of influences;
 ÿ analyzes influences critically;
 ÿ evaluates influences critically and competently.
- 3** ÿ demonstrates recognition of influences;
 ÿ analyzes influences.
- 2** ÿ shows some recognition of influences.
- 1** ÿ shows little or no mention of influences;
 ÿ is vague.

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

DoDEA HE4 – Healthful Choices Skill(s) Scoring Rubric – 4a*

The thinking skill(s) scoring rubric is used to assess a student’s ability to apply critical and creative thinking skills to enhance health. This scoring rubric aligns with health education performance standard **4a** – Application of Thinking Skills (**TS**).

Skill(s) Cues

- One or more thinking skill(s) are applied (as applicable) critically or creatively.
 - ◊ categorizing;
 - ◊ reasoning (inductive, deductive, or analogical);
 - ◊ decision making;
 - ◊ problem solving;
 - ◊ goal setting;
 - ◊ creative expression.
- Application is personalized and based on a health and wellness ethic.
- A statement about making a healthful choice(s) is clear.

Rubric Scoring Examples: HE4a – Application of Thinking Skill(s)

- 5** ÿ shows evidence of the ability to apply the selected thinking skill(s) critically or creatively, accurately, and healthfully;
 ÿ thinking skill(s) is applied in a logical progression;
 ÿ thinking skill(s) application is based on a health and wellness ethic;
 ÿ exceeds proficiency through the formation of a unique and complex thinking application;
 ÿ involves planning and forethought.
- 4** ÿ shows evidence of the ability to apply the selected thinking skill(s) critically or creatively, accurately, and healthfully;
 ÿ thinking skill(s) is applied in a logical progression;
 ÿ thinking skill(s) application is based on a health and wellness ethic.
- 3** ÿ shows development in the application of the selected thinking skill(s);
 ÿ may be complete;
 ÿ thinking skill(s) application is based on a health and wellness ethic.
- 2** ÿ shows limits in the application of the selected thinking skill(s);
 ÿ thinking skill(s) application has errors or is incomplete.
- 1** ÿ shows little or no application of the selected thinking skill(s).

Note: One or more “selected” information literacy skills listed under the *Skill(s) Cues* should be used with this scoring rubric. The identification of selected thinking skills components follows.

SELECTED THINKING SKILL COMPONENTS *

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

- **Categorizing:**
 - ◇ placing ideas, objects, events, or places into a classification system;
 - ◇ grouping by common characteristics.
- **Reasoning:**
 - ◇ inductive
 - reasoning from the specific to the general;
 - inferring a rule, conclusion, or principle from particular facts;
 - opposite of deductive reasoning.
 - ◇ deductive
 - reasoning from the general to the specific;
 - accepting one or more general statements and then reasoning to a specific conclusion.
 - opposite of inductive reasoning.
 - ◇ analogical
 - noting similar features between two or more people, places, objects, or ideas;
 - discerning that differences also exist (simultaneously).
- **Decision making**
 - ◇ considering several options;
 - ◇ considering facts, ideas, possible alternatives, probable consequences, and personal values in the process;
 - ◇ making a clear decision statement.
- **Evaluating**
 - ◇ reflecting on the range of accomplishment;
 - ◇ analyzing and judging the quality of the concept, performance, or product.
- **Problem solving**
 - ◇ identifying and conceptualizing problems;
 - ◇ generating and evaluating alternative solutions.
- **Goal setting**
 - ◇ using data to set a realistic, clear goal;
 - ◇ designing a plan for reaching goal;
 - ◇ implementing and monitoring plan;
 - ◇ assessing progress;
 - ◇ rewarding self for reaching goal.
- **Creatively expressing self**
 - ◇ producing ideas along new and original lines;
 - ◇ taking alternative point of view or different approaches.

* Note: Students should consciously reflect upon their own thinking prior to, during, and after instruction

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

DoDEA HE4 – Healthful Choices Skill(s) Scoring Rubric: 4b*

The self-management skill(s)scoring rubric is used to assess a student’s ability to practice health-enhancing behaviors based on a health and wellness ethic. Strategies for promoting positive health and wellness and reducing health risks are demonstrated. This scoring rubric aligns with health education performance standard **4b – Self-Management (SM)**.

Skill(s) Cues

- A demonstration of a selected skill(s) is demonstrated completely, accurately and healthfully;
 - ◊ recognition of stress symptoms;
 - ◊ demonstration of effective stress-management techniques.
- Personal responsibility to make health-enhancing choices is simulated or documented.
 - ◊ exercise
 - ◊ deep breaths
 - ◊ listening to music
 - ◊ journal writing
 - ◊ other relaxation techniques
- ◊ personal and community health;
- ◊ safety;
- ◊ nutrition and physical activity;
- ◊ mental health;
- ◊ alcohol, tobacco, and other drugs;
- ◊ family life and human sexuality.
- Personal responsibility to management stress is simulated or documented.
 - Build support systems;
 - Undergo personal introspection;
 - Clarify personal expectations:
 - ◊ self expectations
 - ◊ expectations of others

Rubric Scoring Examples: HE4b – Self-Management Skill(s)

- 5** ÿ demonstrates application of steps or actions completely, accurately, and healthfully;
 ÿ applies steps or actions in the correct order;
 ÿ is very health-enhancing;
 ÿ exceeds proficiency through the demonstration skill(s) in a unique and complex response;
 ÿ involves planning and forethought.
- 4** ÿ demonstrates application of steps or actions completely, comprehensively, accurately, and healthfully;
 ÿ applies steps or actions in the correct order and is health enhancing.
 ÿ is very health-enhancing.
- 3** ÿ applies steps or actions but may not be fully complete, comprehensive, and accurate;
 ÿ is health-enhancing.
- 2** ÿ shows limits in application of accurate steps or healthful actions;
 ÿ may be health-enhancing.
- 1** ÿ shows little or no application of accurate steps or healthful actions;
 ÿ not health-enhancing.

DoDEA HE4 – Healthful Choices Skill(s) Scoring Rubric: 4c*

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

The advocacy scoring rubric is used to assess a student’s ability to advocate for personal, family, and community health and wellness. Strategies for promoting and protecting health and wellness are based on evidence of a clear, passionate, health-enhancing, and persuasive stand. This scoring rubric aligns with health education performance standard **4c** – Advocacy (**AV**).

Skill(s) Cues

- Evidence of audience awareness is shown.
- Advocacy is directed toward the needs of others.
- Conviction in advocacy is shown.
 - ◊ takes a clear stand;
 - ◊ persuades others to make healthful choices;
 - ◊ passion demonstrated.
- Accurate and supportive data are used.
- Reason(s) or information for taking a position that is health-enhancing and directed toward others is provided.

Rubric Scoring Examples: HE4c – Advocacy Skill(s)

- 5** ÿ supports position with data, reason(s), information, and audience awareness completely, comprehensively, accurately, and healthfully;
 ÿ cites and supports a health-enhancing position confidently and respectfully;
 ÿ is very health-enhancing;
 ÿ exceeds proficiency through the demonstration skill(s) in a unique and complex response;
 ÿ involves planning and forethought.
- 4** ÿ supports position with data, reason, information, and audience awareness completely, comprehensively, accurately, and healthfully;
 ÿ cites and supports a health-enhancing position confidently and respectfully;
 ÿ is very health-enhancing.
- 3** ÿ supports position with data, reason(s), information, and audience awareness;
 ÿ cites and supports a health-enhancing position ;
 ÿ may contain some inconsistency.
- 2** ÿ shows some attempt to advocate;
 ÿ cites and supports a health-enhancing position.
- 1** ÿ shows little or no attempt to advocate;
 ÿ no health-enhancing position taken or position may not be healthful

* Source: Modified from the Council of Chief State School Officers (CCSSO) - State Collaborative on Assessment and Student Standards (SCASS) Health Education Project.

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HEALTH EDUCATION PERFORMANCE STANDARDS QUESTIONNAIRE

Please cite your recommendations for the health education performance standards and for this curriculum manual. Use additional sheets if needed. Please forward this information to the DoDEA Education Directorate upon completion of your review.

1. Is the manual consistent with the research in health education and standards based learning? Please specify what needs to be added or deleted.
2. Are the concepts, skills, and performance tasks contained in the manual developmentally appropriate for the grade levels? Please specify recommended changes.
3. Does the curriculum, as outlined in this manual, foster interactive experiential activities that engage the learner? Please specify recommended changes.
4. Does the curriculum, as outlined in this manual, foster opportunities to model and practice relevant social skills? Please describe any weaknesses in the manual.
5. Does the curriculum, as outlined in this manual, address social, media, and entertainment influences on behavior? Please describe any weaknesses in the manual.
6. Does the curriculum, as outlined in this manual, strengthen individual values and group norms that promote healthful behavior? Please describe any weaknesses.

